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DEPARTMENT OF EDUCATION  
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**TO:** State Board of Education

**FROM:** Michael P. Flanagan, Chairman 

**DATE:** April 23, 2007

**SUBJECT:** Presentation of the Draft K-12 Content Expectations for Social Studies Prior to Public, National, and Legislative Review

For the past two years, the development of K-12 Content Expectations in Social Studies has been a top priority of the Office of School Improvement. On two occasions, in July of 2005 and again in June of 2006, they have been presented to the Board of Education. In July of 2005, the Board requested that work continue in response to both national review and public input. In June of 2006, the Superintendent recognized the work that had been done previously and requested a revamping of the K-12 social studies curriculum.

Since then, the Department has enlisted several key stakeholders in the area of social studies, going back to the drawing board to consider a complete revamping of the curriculum. An initial planning meeting was held in August of 2006 with Dr. Bob Bain, Associate Professor at the University of Michigan, and Mr. Stan Masters, Social Studies Consultant at Lenawee Intermediate School District. Committee membership was identified, a revised curricular structure was developed, and a timeline for the process was established. Mr. Masters took on the task of chairing the K-8 Grade Level Content Expectations Committee, and Dr. Bob Bain led the 9-12 High School Content Expectations Committee. Both worked in tandem throughout the process to ensure a seamless transition from one level to the next.

The first draft of these documents is being presented to the State Board of Education before it is provided to the field for feedback. It is anticipated that field, legislative, and national review will begin in May of 2007.

Attachment

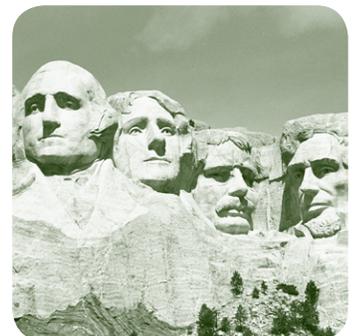
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# GRADE LEVEL CONTENT EXPECTATIONS

# 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...

- KH1 Identify categories of historical time – long ago, yesterday, today, tomorrow.
- KH2 Identify past and present events in their own lives (e.g., birth, loss of first tooth, and first day of kindergarten).
- KH3 Identify the beginning, middle, and end of narratives or historical stories.

### Historical Perspective

Students will...

- KH4 Identify key people, places, and events of the past that are important in their lives.

### Living and Working Together in Families

Students will...

- KH5 Describe how families live and work together in a variety of cultures and across time.



## GEOGRAPHY

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### The World in Spatial Terms

Students will...

- KG1 Identify representations of Earth using maps and globes.
- KG2 Create simple maps of their homes and classrooms.
- KG3 Use positional words (right/left, up/down, in/out, above/below) to identify significant locations in their home and school environments on simple maps.

### Human Systems

Students will...

- KG1 Identify physical and human characteristics of place in their home environments (e.g., physical – clouds, trees, and weather; human – sidewalks, buildings, and playgrounds).

### Environment and Society

Students will...

- KG2 Identify how people use their environment to meet human needs and wants (e.g., food, shelter, and clothing).



## CIVICS AND GOVERNMENT

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### Values and Principles of American Democracy

Students will...

- KC3 Define the core democratic values of rule of law, and truth.
- KC4 Identify our country's flag as an important symbol of the United States.
- KC5 Identify conflicts at school and strategies to resolve them in ways that are fair and consistent with the core democratic values of rule of law, and truth (e.g., classroom rules and taking turns).

**Roles of the Citizen in American Democracy**

Students will...

- KC6 Distinguish between public and private life.
- KC7 Identify situations in which they demonstrated self-discipline and individual responsibility.

**Citizenship in Action**

Students will...

- KC8 Identify a situation in which they participated in a group.

**ECONOMICS****Market Structures, Exchanges, and Characteristics of a Market Economy**

Students will...

- KE1 Explain that people work to produce goods and services.
- KE2 Distinguish between goods and services they use.
- KE3 Recognize when they participate in trade.
- KE4 Describe trade as two people who voluntarily exchange goods or services for their mutual benefit.

**INQUIRY, PUBLIC DISCOURSE, DECISION MAKING,  
AND CITIZEN INVOLVEMENT****Information Processing**

Students will...

- KQ1 Show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.
- KQ2 Learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.

**Inquiry and Public Discourse**

- KQ3 Compare their viewpoint about a matter of public concern with the viewpoint of another person.
- KQ4 Respond to a question about a matter of public concern they have encountered in school.



## HISTORY

### Chronological Relationships and Temporal Patterns

Students will...

- IH1 Distinguish between past, present, and future family or school events.
- IH2 Distinguish between days, weeks, and months, using a calendar.

### Historical Perspective

Students will...

- IH3 Identify people, places, and events from stories of the past about families and schools, using historical records (e.g., oral histories, diaries, photos, and videos).
- IH4 Compare and contrast family life from long ago in relation to jobs, school, and technology.
- IH5 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Martin Luther King, Jr. Day; Presidents' Day; Independence Day).
- IH6 Construct a narrative about their personal or family history.

### Living and Working Together in Families and Communities

Students will...

- IH7 Describe how families live and work together in a variety of communities and across time.



## GEOGRAPHY

### The World in Spatial Terms

Students will...

- IG1 Identify their home address as an absolute location.
- IG2 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in their school environment.

### Places and Regions

Students will...

- IG3 Identify landmasses, bodies of water, and other physical features of Earth on maps and globes.
- IG4 Identify regions in their school and describe the unique characteristics and boundaries of each (e.g., playground, reading corner, library, restroom).

### Human Systems

Students will...

- IG5 Distinguish between physical and human characteristics of place in their school environment.

### Environment and Society

Students will...

- IG6 Describe how people modify their environment (e.g., cutting down trees, building roads).
- IG7 Describe how people adapt to their environment (e.g., clothing, heating in homes, transportation).



## CIVICS AND GOVERNMENT

### Values and Principles of American Democracy

Students will...

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

### Government, the Constitution, and American Democracy

Students will...

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

### Roles of the Citizen in American Democracy

Students will...

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

### Citizenship in Action

Students will...

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



## ECONOMICS

### Economic Systems

Students will...

- IE1 Describe jobs that people do to earn income.

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

Students will...

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

### Trade

Students will...

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

**ECONOMICS** *continued***Government in the U.S. Economy**

Students will...

- IE7 Explain how schools provide goods and services.

**INQUIRY, PUBLIC DISCOURSE, DECISION MAKING,  
AND CITIZEN INVOLVEMENT****Information Processing**

Students will...

- IQ1 Interpret information from simple maps, graphs, tables, and pictographs.  
IQ2 Interpret simple graphs and tables of social data drawn from their experiences.  
IQ3 After listening to folktales, legends, or stories about families or history, describe the main characters and their qualities.

**Identifying and Analyzing Issues**

Students will...

- IQ4 Write a statement taking a position on a classroom question or issue; include a reason for the decision.

**Inquiry and Public Discourse**

Students will...

- IQ5 Write a statement expressing a position on a public issue at school.



## HISTORY

### 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

### 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

### 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

### 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.



## HISTORY

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### 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

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### 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.



## HISTORY

### Chronological Relationships and Temporal Patterns

Students will...

- 4H1 Place the key events in the history of the State of Michigan in chronological order (e.g., Pontiac's Rebellion, Proclamation of 1763, Northwest Ordinance of 1787, War of 1812, Underground Railroad, Civilian Conservation Corps [CCC], Works Progress Administration [WPA], Flint Sit-Down Strike, Freedom March, Michigan Beverage Container Act).
- 4H2 Interpret data presented in timelines of Michigan history.
- 4H3 Identify key people in the history of the State of Michigan (e.g., Anishinaabeg and the Three Fires Indians, Huron, Pere Marquette, Cadillac, Sojourner Truth).

### Comprehending the Past

Students will...

- 4H4 Use primary and secondary sources (letters, diaries, maps, documents, narratives, pictures, and graphic data) to compare Michigan's past with present-day life (e.g., economic – lumbering, mining, agriculture, fishing, shipping, manufacturing, tourism; geographic – population; historical – Anishinaabeg and Three Fires Indians, Huron, pioneer life, women's roles).

### Analyzing and Interpreting the Past

Students will...

- 4H5 Analyze conflicting accounts of key events in Michigan's past. (e.g., Pontiac's Rebellion, War of 1812, the Underground Railroad, the Great Migration, the Flint GM Sit-Down strike, Freedom March).

### Evaluating Decisions from the Past

Students will...

- 4H6 Evaluate key decisions made to solve problems from Michigan's past based on the interests and values of those involved (e.g., Pontiac's Rebellion, Proclamation of 1763, Northwest Ordinance, War of 1812, building of the Erie Canal, building of the Mackinaw Bridge, Flint Sit-Down Strike, Michigan Beverage Container Act).



## GEOGRAPHY

### The World in Spatial Terms

Students will...

- 4G1 Describe characteristics and uses of maps, globes, and other geographic tools and technology.
- 4G2 Identify significant lines of latitude and longitude (Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, International Date Line) on maps and globes.
- 4G3 Use lines of latitude and longitude to locate places on maps and globes.

### Places and Regions

Students will...

- 4G4 Use thematic maps (e.g., weather/climate, relief, waterways, transportation, political, economic development, land use, population, and resource) to analyze the physical and human characteristics of Michigan.
- 4G5 Describe the major kinds of economic activity in Michigan and explain the physical and human characteristics influencing their location (e.g., lumbering, mining, agriculture, fishing, shipping, manufacturing, tourism).



- 4G6 Understand the concept of regions.
- 4G7 Identify the characteristics of the Great Lakes Region.
- 4G8 Describe how the Great Lakes impact Michigan's population, economy, climate, and land use.

### Human Systems

Students will...

- 4G9 Describe cultures, governments, and economies of historic Native American tribes in Michigan (e.g., Anishinaabeg, Ojibway (Chippewa), Odawa (Ottawa), Menominee, Huron, Potawatomi).
- 4G10 Identify the major routes and explain the reasons for movements of resources, goods, information and people to, from, and within Michigan (e.g., fur trade, Erie Canal, lumbering, mining, Great Migration, immigration).
- 4G11 Explain how changing transportation and communication technology have affected Michigan.

### Environment and Society

Students will...

- 4G12 Describe the location, use, and importance of different kinds of natural resources in Michigan and the Great Lakes region, and explain the positive and negative consequences of their use (e.g., lumber, minerals, fish, game, water, soil, wind).



## CIVICS AND GOVERNMENT

### Role and Functions of Government

Students will...

- 4C1 Describe the development of Michigan as a state, including entry into statehood and its Constitution.
- 4C2 Analyze how local (e.g., village, township, county, city) and state levels of government in Michigan accomplish the purposes for which they were established.

### Values and Principles of American Democracy

Students will...

- 4C3 Define the core democratic values of individual rights, justice, and popular sovereignty.

### Government, the Constitution, and American Democracy

Students will...

- 4C4 Identify the three types of Michigan state courts (trial, appeals, Supreme).
- 4C5 Explain how state courts function to resolve conflict.
- 4C6 Identify and describe the three branches of state government in Michigan and describe their roles of making, enforcing, and interpreting laws.
- 4C7 Distinguish between the purposes of state and local government.

### Roles of the Citizen in American Democracy

Students will...

- 4C8 Explain how Michigan citizens participate in state campaigns to influence others.
- 4C9 Describe the rights of citizens of the State of Michigan.

### Relationship of U.S. to Other Nations and to World Affairs

Students will...

- 4C10 Explain how Michigan government interacts with other states and countries (e.g., water issues, waste disposal).

**Citizenship in Action***Students will...*

4C11 Identify public issues in the State of Michigan that influence their daily lives.

**ECONOMICS****Individual and Household Choices***Students will...*

4E1 Describe how the concepts of scarcity and opportunity costs affect personal decisions.

**Economic Systems***Students will...*

4E2 Explain how prices are determined in a market economy.

4E3 Analyze how Michigan's location has influenced its economic development (e.g., how waterways and other natural resources have influenced businesses such as automobile manufacturing, high technology, and furniture making).

**Trade***Students will...*

4E4 Describe trade as two people or businesses voluntarily exchanging goods or services for their benefit.

4E5 Recognize how Michigan businesses are involved in trade as producers, consumers, distributors, importers, and exporters.

**Business Choices***Students will...*

4E6 Distinguish among natural resources, human resources, and capital resources in the production of a Michigan good or service.

4E7 Describe how a Michigan entrepreneur increased productivity. Distinguish among individual ownership, partnership, and corporation. Explain how the concepts of opportunity cost and comparative advantage affect business decisions in Michigan.

**Role of Government***Students will...*

4E8 Identify goods and services provided by the state government.

**INQUIRY, PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT****Information Processing***Students will...*

4Q1 Interpret social science information about the State of Michigan from maps, graphs, and charts.

**Identifying and Analyzing Issues***Students will...*

4Q2 Compose a short essay expressing a position on a public issue related to the State of Michigan and support it with data, constitutional principles, and fundamental values of the American Constitutional democracy.

The focus of Grade 5 Social Studies is United States History and Geography (USHG). The Grade 5 GLCE represent the transition from the strand and standard organization used in K-4 to the national standards organization used in grades 6-8 and high school.

The first section of the draft Grade 5 GLCE includes expectations that span eras. These GLCE use the K-4 numbering system.

The remaining Grade 5 GLCE are organized by U.S. History Standard Eras. Grade 5 includes expectations for Eras 1-3. Throughout the study of United States History and Geography, the expectations are numbered by Era.

As part of the continuing review and revision process, the expectations in the first section will be incorporated in the Era format.



## HISTORY

Students will...

- 5H1 Place major events in chronological order using the eras of the early history of the United States: Beginnings to 1620, Colonization and Settlement (1585-1763), Revolution and the New Nation (1754-1820s), as indicated in the era-specific expectations below.
- 5H2 Identify significant people and explain their contribution during the eras of the early history of the United States.
- 5H3 Analyze conflicting accounts of major events in early North American history and compare the viewpoints of the authors (e.g., voyages of Columbus and the Columbian Exchange, Triangle Trade, the Boston Massacre, the Boston Tea Party, and the signing of the Declaration of Independence).
- 5H4 Evaluate selected major decisions in early United States history in terms of the short-term and long-term consequences and core democratic values.



## GEOGRAPHY

Students will...

- 5G1 Use thematic maps (e.g., weather, relief, waterways, transportation, political, economic development, land use, population, and resource) to analyze the physical and human characteristics of early American history.
- 5G2 Describe and explain the causes and consequences of major routes and movements of goods and people during early American history (e.g., prehistoric migration routes, exploration routes, colonization by Europeans, the Columbian Exchange, and Triangle Trade).



## CIVICS AND GOVERNMENT

Students will...

- 5C1 Distinguish between limited and unlimited government.
- 5C2 Explain the reasons why the colonists wanted to limit the power of the British government.
- 5C3 Compare and contrast the various ways the United States government interacted with other nations (trade, diplomacy, war).
- 5C4 Distinguish between the federal and state court systems.
- 5C5 Describe how citizens participate in election campaigns (e.g., vote, volunteer, contribute money, display yard signs).



## **ECONOMICS**

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*Students will...*

- 5E1 Describe the benefits of trade between the colonies and Europe.
- 5E2 Describe how people in early North America were involved in trade as producers, consumers, importers, and exporters.
- 5E3 Distinguish between taxation and spending at the local, state, and national levels of government and cite examples of each.



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

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*Students will...*

- 5Q1 Interpret and analyze social science information about the United States from maps, graphs, charts, and tables.
- 5Q2 Use core democratic values to explain why people may differ on a resolution to a public issue.
- 5Q3 Compose a short persuasive essay expressing a position on a public policy issue.

**INTEGRATED UNITED STATES HISTORY AND GEOGRAPHY 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 Native peoples, slavery, gender, religion, labor, and role and ideals of government in early United States history.

**USHG ERA 1 BEGINNINGS TO 1620**

- 1.1 American Indian Life in the Americas<sup>1</sup>
- 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

<sup>1</sup>Note: 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 Americas<sup>1</sup>**

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 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.*

- 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 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, slaves, 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 and analyze the development of the Constitution as a new plan for governing.*

- 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).

## 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</b> <b>Geography and History</b>	<b>GRADE 7</b> <b>Eastern Hemisphere</b> <b>Geography and History</b>	<b>GRADE 8</b> <b>U.S. History</b> <b>and Geography</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 and geography 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  
Geography and History

**GRADE 7**  
Eastern Hemisphere  
Geography and History

**GRADE 8**  
U.S. History  
and Geography

### *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.

*Disciplinary Knowledge*

*Disciplinary Knowledge*

*Disciplinary Knowledge*

- G1 Geographical and Historical Knowledge and Perspective
- G2 Geographical and Historical Analysis and Interpretation by and across Regions and Time
- G3 Geographic Analysis of Culture and Global Issues by Regions
- G4 Connections within the Western Hemisphere
  - Tools and Uses of Geography
  - Canada
  - United States
  - Mexico
  - Central America
  - South America
  - Caribbean

- G1 Geographical and Historical Knowledge and Perspective
- G2 Geographical and Historical Analysis and Interpretation by and across Regions and Time
- G3 Geographic Analysis of Culture and Global Issues by Region
- G4 Connections within the Eastern Hemisphere
  - Tools and Uses of Geography
  - Peopling of the Eastern Hemisphere
  - Africa
  - Asia
  - Europe
  - Russia
  - Australia and New Zealand
  - Small Island Countries
  - Antarctica

- U1 Historical and Geographic Knowledge and Perspective
- U2 Historical and Geographic Analysis and Interpretation
- U3 Thematic Analysis of U.S. History Eras 3-5
  - Era 3 – The New Nation 1776-1800
  - Era 4 – Expansion and Reform 1792-1861
  - Era 5 – Civil War and Reconstruction 1850-1877

## 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.*

- I.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.
- I.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.
- I.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.*

- I.2.1 Locate with symbols on a map the major ocean currents, wind patterns, landforms, and climate regions of the Western Hemisphere.
- I.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).
- I.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.*

- I.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.
- I.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 Scarcity and Choice

*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.

**I TOOLS AND USES OF GEOGRAPHY: 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.*

- I.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 Eastern Hemisphere.**
- I.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.**
- I.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 Eastern Hemisphere.**

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

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

- I.2.1 Locate with symbols on a map the major ocean currents, wind patterns, landforms, and climate regions of the Eastern Hemisphere.**
- I.2.2 Draw a sketch map from memory of the world (Eastern and Western Hemispheres), showing the major regions, and validate the accuracy (relative size and location) of the sketch map using an atlas.**
- I.2.3 Locate with symbols/shading the general population distribution of the Eastern Hemisphere on a map and propose two generalizations about the location and density of the population.**

**2 THE PEOPLING OF THE EASTERN HEMISPHERE****2.1 Chronology**

*Use chronological periods to organize World History.*

- 2.1.1 Identify major turning points in geological time.**
- 2.1.2 Explain the ways and reasons that people periodize the world based on time, culture and historical interpretation.**
- 2.1.3 Explain the use of archeological evidence to determine the migrations of people in the Eastern Hemisphere.**

**2.2 Agricultural Revolution**

*Use the Agricultural Revolution as a turning point in history.*

- 2.2.1 Explain the importance of the transition from pastoralism to sedentary agriculture on societies.**
- 2.2.2 Explain how the agricultural revolution resulted in societal and economic changes, and the importance of the natural environment in the development of agricultural settlements in different locations.**

## 2.3 Early Civilizations

*Explain ways that Early Civilizations represented major changes for people and the environment.*

- 2.3.1 Identify characteristics of civilizations using written and visual evidence (e.g., government, written language, religion, social structure, technology, cities, specialized jobs, keeping historical records and accounts).
- 2.3.2 Use historical and modern maps and other sources to identify and locate major river system civilizations in the Eastern Hemisphere (Tigris, Euphrates, Huang He, Nile, and Indus).
- 2.3.3 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance, supply and demand for products).
- 2.3.4 Use historical and modern maps to analyze the movements and patterns of populations throughout the Eastern Hemisphere from early to modern times.

## 2.4 Agricultural Revolution

*Analyze the Agricultural Revolution as the most significant change in human history.*

- 2.4.1 Make an evidentiary-based argument to demonstrate that the agricultural revolution made all subsequent growth in culture possible.

# 3 AFRICA – SUB-SAHARAN REGION

## 3.1 Spatial Perspective

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

- 3.1.1 Draw a sketch map from memory of the climate regions of Africa (tropical, savannah, steppe, desert, Mediterranean) mirrored north and south of the equator, their relative size and location; validate its accuracy using an atlas.

## 3.2 Places

*Describe the human and physical characteristics of places.*

- 3.2.1 Use historical and modern maps and other sources to locate and describe the patterns of migration for early people in Sub-Saharan Africa (Bantu, San) and the subsequent locations where they reside today using indicators such as language (Swahili), indigenous technologies, and economic systems.
- 3.2.2 Assess how variations in perceptions of the environment and technology affect human modification of landscapes over time and from place to place in the region (mining, agriculture, pastoralism, urbanization).
- 3.2.3 Explain how European countries colonized, introduced new ideas and products, and had major cultural impacts that affect the region in present times.

## 3.3 Cultural Mosaic

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

- 3.3.1 Identify and explain the factors that contribute to conflict within Sub-Saharan Africa (ethnic groups, territorial rivalries, control of natural resources, migration).
- 3.3.2 Explain the overlapping and multiple cultural interactions that have occurred in the region as a result of trade and language connections (Swahili as a language of trade).

### 3.4 Human Systems

*Explain the growth of empires, towns, and trade in Sub-Saharan Africa.*

- 3.4.1 Use historical and modern maps and other sources to compare and contrast the locations, political, economic, and religious characteristics of the Mali and Songhay.

### 3.5 Purposes of Government

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

- 3.5.1 Explain the independence movement in Sub-Saharan Africa and the development of newly independent countries, their problems and promises.
- 3.5.2 Use examples from Sub-Saharan Africa to compare and contrast different forms of government (representative democracy, dictatorship, one-party and multi-party political systems).
- 3.5.3 Explain the development of apartheid in South Africa, its colonial roots, and the events that resulted in the success of the African National Congress Party in establishing a representative constitutional government.

### 3.6 Scarcity and Choice

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

- 3.6.1 Explain the importance of natural resources and their export to global markets by Sub-Saharan countries.
- 3.6.2 Explain that countries in Sub-Saharan Africa have different resources and some are of higher value or quality than others; explain how the integration of resource use would help economic development in the region (iron ore, diamonds, oil, natural gas, forests, ocean resources).

### 3.7 Uses of Geography

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

- 3.7.1 Use modern maps and other sources to locate where violations of human rights have occurred in contemporary times in Sub-Saharan Africa; compare and contrast those violations using the United Nations Declaration of Human Rights and Core Democratic Values found in the United States.
- 3.7.2 Compare and contrast the standard of living among countries in Sub-Saharan Africa by preparing a series of maps and graphs; use indicators (such as Gross Domestic Product, availability of potable water, access to health care, medical facilities, infant mortality, diseases) using computer mapping and graphing.
- 3.7.3 Compare and contrast pre- with post-Apartheid South Africa and the emerging international relationships the changes had for other Sub-Saharan Africa countries (economic, political, trade, migration).

## 4 AFRICA – NORTH AFRICAN REGION

### 4.1 Spatial Perspective

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

- 4.1.1 Draw a sketch map from memory of the population distribution of North Africa showing the population pattern (Nile Valley, Mediterranean coast) and validate the accuracy (location and distribution) of the sketch map using an atlas.

## 4.2 Places

Analyze the human and physical characteristics of places.

- 4.2.1 Assess how the desert environment of the region has necessitated innovative ways to use the land, and technology has enabled the human modification of landscapes over time and from place to place in the region (oasis agriculture, pastoralism, urbanization).
- 4.2.2 Use remote sensing and modern population distribution maps to describe and analyze the agricultural importance of the Nile River valley to present day Egypt and the dependence on irrigation.
- 4.2.3 Explain how European countries colonized North Africa (with the exception of Egypt), introduced new ideas and products that conflicted with traditional cultural patterns, and had major cultural and economic impacts that affect the region in present times.

## 4.3 Resources

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

- 4.3.1 Use modern maps and other sources to locate and describe the patterns of natural resources (oil, natural gas, fresh water) in the region.
- 4.3.2 Draw maps that show where major present-day products (oil, natural gas, and agricultural products) are produced and locate the routes that link them to consumers in Europe and other parts of the world.
- 4.3.3 Describe the natural hazards that affect the region (drought, desertification, desert locusts) and use GIS, remote sensing, and the World Wide Web to demonstrate their effects on the North African environment and people.

## 4.4 Human Systems

Explain the role of empires, towns, and trade in North Africa.

- 4.4.1 Use historical and modern maps and other sources to locate major places and explain the system of government and social class in ancient Egypt.
- 4.4.2 Use historical and modern maps and other sources to locate and analyze the places in North Africa where Islam and traditional African religions overlapped and the consequences for modern times (Sudan, Chad, Mali, Nigeria, and Burkina Faso).

## 4.5 Purposes of Government

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

- 4.5.1 Describe the political processes experienced within North African countries in changing from traditional political organizations based on ethnic groups to another form of government, with one being representative democracy (Egypt, Ethiopia, Chad, and Morocco).
- 4.5.2 Analyze how governments in North Africa respond to political dissent by minority and ethnic groups (represent both the positive and negative responses; Morocco, Egypt, Sudan, Burkina Faso).

## 4.6 Economic Systems

Analyze the roles and responsibilities of various economic institutions and organizations in North Africa.

- 4.6.1 Identify current and potential contributions of North Africa to global trade (oil and natural gas trade).
- 4.6.2 Describe the economic role of international non-governmental organizations in providing financial and technical assistance to North African countries to address persistent environmental problems, social issues and ethnic conflicts (Sudan, Chad, Mali, Nigeria, Somalia, and Burkina Faso).

## 4.7 Uses of Geography

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

- 4.7.1 Use maps, remote sensing, GIS, and data tables to analyze the economic and social impacts of population change and distribution on potable water resources in North Africa and the reasons for and consequences of decreasing water supplies for the region and how problems might be addressed.

## 5 ASIA – SOUTHWEST AND CENTRAL ASIA REGION

(Southwest Asia includes the eastern region of the Mediterranean, the Arabian Peninsula, Turkey, Iraq, Iran, Afghanistan, and Pakistan. Central Asia includes the “stan” countries - meaning land of - that includes Kazakhstan, Kirgizstan, Uzbekistan, Turkmenistan, and Tajikistan.)

### 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 the generalized language distribution of Southwest and Central Asia and describe the patterns (Arabic, Farsi, Turkic, and Hebrew) and validate the accuracy (location and distribution) of the sketch map using an atlas.

### 5.2 Human Systems

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

- 5.2.1 Describe the significance of the crossroads at the hub of land connecting Africa, Asia, and Europe in the development and exchange of ideas about agriculture, religion, and language.
- 5.2.2 Locate the places where three major religions developed (Islam, Christianity, and Judaism) and contrast and compare the beliefs of each.
- 5.2.3 Use the World Wide Web to access data bases and develop maps and graphs to compare and contrast the total population of adherents and their distributions within the region.

### 5.3 Early Civilizations

*Describe early civilizations and pastoral nomads.*

- 5.3.1 Use historical and modern maps to describe how the three religions in the region spread geographically.
- 5.3.2 Locate and identify the territorial overlaps between the three major religions (Islam, Christianity, and Judaism) in the region and the political and cultural consequences of the territorial overlaps (Israel and the Palestinians claim the same land; conflict over control of religious sites; forced and voluntary migrations).
- 5.3.3 Use historical and modern maps and other sources to locate and describe the major land and maritime routes that became trade networks, sites for merchant communities, migration routes, and linkages to systems of production in Europe, Asia, and Africa (Silk Road, Damascus Road, routes to Mesopotamia, Red Sea, Arabian Sea, Mediterranean Sea).
- 5.3.4 Use historical and modern maps and other sources to locate and describe how the natural environment, including the Tigris, Euphrates, and Indus Rivers, helped shape the early development of civilizations of Mesopotamia, the Indus Valley and Persia.
- 5.3.5 Use historical and modern maps and other sources to locate and explain the importance of water resources and the physical geography of the Fertile Crescent on the development of trade and urban centers (Babylon, Jerusalem, Damascus, Beirut).

### 5.4 Purposes of Government

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

- 5.4.1 Explain that governments are formal institutions that have the right to make and implement binding decisions about such matters as the distribution of resources, allocations of benefits and burdens, and the management of conflicts (treaties, agreements, and allocations).
- 5.4.2 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, dictatorships, and representative governments.

## 5.5 Economic Interdependence

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

- 5.5.1 Explain how international interdependence causes economic conditions and policies in one country that affect economic conditions and policies in other countries (oil, Organization of the Petroleum Exporting Countries (OPEC)).

## 5.6 Uses of Geography

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

- 5.6.1 Use GIS, remote sensing, and the World Wide Web to research the way that petroleum has defined the region for people living there as well as those outside the region.
- 5.6.2 Use data banks from the World Wide Web (OPEC, the United Nations, and countries) to determine which countries would be affected most by a global change to other sources of energy.

# 6 SOUTH ASIA – INDIA, BANGLADESH, NEPAL, BHUTAN, SRI LANKA, MALDIVES

## 6.1 Spatial Perspectives

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 Asia showing the countries and validate the accuracy (relative size and location) of the sketch map using an atlas.
- 6.1.2 Locate and map the rivers, adjacent water bodies, and the major topographic features of the region.

## 6.2 Physical and Human Systems

Explain how physical systems affect human systems.

- 6.2.1 Describe the monsoon climate of South Asia and its importance to farming and food production.
- 6.2.2 Use population maps to analyze the patterns of population and their densities in South Asia and explain the importance of river valleys (Ganges, Brahmaputra) and their deltas.

## 6.3 Human Systems

Analyze the processes, patterns, and functions of human settlement.

- 6.3.1 Use modern and historical maps to analyze the urban pattern in South Asia and the changing number of mega cities (larger than 5 million population) in the region.
- 6.3.2 Explain why people would choose to migrate from a rural, farming form of settlement to a concentrated, urban form of settlement (employment, education, health services, housing, upward mobility in society).

## 6.4 Early Civilizations

Describe the characteristics of early civilizations in South Asia.

- 6.4.1 Describe the development of Indian civilization including the rise and fall of the Maura Empire and the Golden Age of classical India (ideas, institutions, art forms, social structures, divisions of labor).
- 6.4.2 Use historical and modern maps and other sources to locate and describe the development and impact of Hinduism and Buddhism and the diffusion of Buddhism within and outside the region.
- 6.4.3 Use maps and other sources to locate and describe the use of military power, state bureaucracy, legal codes, belief systems, communications including writing, and trade routes in the integration and control over large regions (empires).

## 6.5 Purposes of Government

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

- 6.5.1 Compare and contrast the countries in the region regarding their types of government (representative government, constitutional monarchy).
- 6.5.2 Explain the role of Mahatma Gandhi, his vision of an independent, democratic India and the role of education and economic progress in the development of the world's largest democracy.
- 6.5.3 Explain the challenges to the governments in the region of large populations, conflicts (India and Pakistan; Tamils and Sinhalese in Sri Lanka; separatist movements in India; Jammu-Kashmir) and how those issues are being addressed.

## 6.6 Economic Systems

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

- 6.6.1 Compare and contrast the factors that provide countries with a comparative advantage in the global market place for jobs and services (outsourcing in India; Bangalore as a technological center; call centers).
- 6.6.2 Explain non-economic factors that influence patterns of economic behavior and decision making by businesses and individuals (such as cultural traditions, values, interests).

## 6.7 Uses of Geography

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

- 6.7.1 Using the World Wide Web and other sources, research the gross domestic product (GDP) per capita for the countries in South Asia and compare and contrast the GDP with other information (educational level, life expectancy, infant mortality, etc.) in order to show possible cause and effect relationships.

# 7 EAST ASIA - CHINA

## 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 China showing the major climatic regions (dry and humid, tropical and mid latitude) and validate the accuracy of the sketch map using an atlas.
- 7.1.2 Locate and map the rivers, adjacent water bodies, and the major topographic features of the region.

## 7.2 Early Civilizations

*Describe the characteristics of early Chinese civilizations.*

- 7.2.1 Use historical and modern maps and other sources to describe the historical origins of the Zhou and Han dynasties.
- 7.2.2 Describe the importance of the environmental conditions of the Huang He civilization, its citizens and government, and how it compares with the conditions in Mesopotamia.
- 7.2.3 Describe the role of technology, tools, and weapons, including bronze casting, and the development of the plow, bow, gun powder and pottery in the development of Chinese civilization.
- 7.2.4 Describe the importance of the written language, its importance in recording history, and its diffusion in East Asia.

### 7.3 Ecosystem Distribution

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

- 7.3.1 Use modern maps and other sources to locate and describe the ecosystems of China, with emphasis on the dry west and the more humid east.
- 7.3.2 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).

### 7.4 Physical and Human Systems

*Describe how physical systems affect human systems.*

- 7.4.1 Describe ways that the physical environment in China has impacted human systems, such as flooding with annual loss of life and property and the response (Three Gorges Dam) and drought and desertification and the response (reforestation of much of western China).

### 7.5 Purposes of Government

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

- 7.5.1 Describe the role of the government of China in addressing population growth and the policies they have implemented to contain growth (one family – one child; effects of urban middle class).
- 7.5.2 Describe the communist government of China and the regimentation it imposes on the population, including policies regarding religion, political parties, Internet usage, public demonstrations, and anti-government publications).

### 7.6 Economic Systems

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

- 7.6.1 Analyze the impact that China is having on the global economy in general, and the United States economy in particular (balance of trade, imports, exports, tariffs, most favored trade agreements, education).
- 7.6.2 Explain why the government of China approved policies permitting a mix of command and market economies within a communist system.

### 7.7 Uses of Geography

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

- 7.7.1 Describe the major economic and political connections between the United States and China and analyze their causes and consequences (production of consumer goods in China; competition for global markets; and the global political power of China (Security Council member of the United Nations; nuclear military power).
- 7.7.2 Analyze the changing population structure of China (population diagram/pyramid) with fewer younger people and more people in their later years of life, the need for labor and service workers, the overall impact on the gross domestic product, and the demands of funding retirement and health care.

## 8 EAST ASIA – JAPAN AND THE KOREAN PENINSULA

### 8.1 Spatial Perspective

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

- 8.1.1 Draw a sketch map from memory of the Japanese Archipelago showing the islands (relative size and location) and validate the accuracy of the sketch map using an atlas (Hokkaido, Honshu, Shikoku, and Kyushu).
- 8.1.2 Draw a sketch map from memory of the Korean Peninsula, showing North and South Korea, and validate the accuracy of the sketch map using an atlas.
- 8.1.3 Draw a sketch map and use symbols or shade in the coastal lowlands, mountainous regions and nearby water bodies of both Japan and Korea.

### 8.2 Early Civilizations

*Describe the characteristics of early civilizations.*

- 8.2.1 Use historical and modern maps and other sources to describe the influence of China in the historical origins of Japanese and Korean culture.
- 8.2.2 Describe the importance of the environmental conditions of coastal plain settlements and early agricultural economies and the emergence of political control at Nikko in Japan.
- 8.2.3 Describe Japan's defining and unique historical characteristics that result in part from its proximity to the Asian mainland and its isolation from the mainland.
- 8.2.4 Describe the historical origins of the Korean Peninsula and its subsequent division into two countries with different political and economic systems.
- 8.2.5 Describe the importance of the diffusion of the written Chinese language to Japan and Korea.

### 8.3 Places and Regions

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

- 8.3.1 Describe the different points of view that people in Japan and South Korea have as a result of their transition from traditional to modern societies (education, popular culture, changing gender roles, traditional and modern lifestyle).

### 8.4 Spatial Organization

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

- 8.4.1 Use historical and modern maps and other sources to analyze the location of Japan's industrial and commercial activities and its success in the global economy.

### 8.5 Purposes of Government

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

- 8.5.1 Compare and contrast the governments of North and South Korea with regard to human rights, political choices, individual rights, nuclear armaments, military.

### 8.6 Economic Systems

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

- 8.6.1 Compare and contrast the command economy of North Korea with the market economy of South Korea using the questions: What should be produced? How will it be produced? How will it be distributed?

## 8.7 Uses of Geography

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

- 8.7.1 Describe the contemporary political and economic connections between Japan and the United States and analyze the consequences for the future economic and political policies of each country (balance of trade, tariffs, quotas, World Trade Organization (WTO)).
- 8.7.2 Describe the influences Japan has had on global trade with particular reference to automobiles and electronic equipment such as computers.

## 9 SOUTHEAST ASIA

### 9.1 Spatial Perspectives

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

- 9.1.1 Draw a sketch map from memory of Southeast Asia and the Archipelago showing the largest and most populated islands (relative size and location) and validate the accuracy of the sketch map using an atlas.
- 9.1.2 Draw a sketch map, using symbols or shading to identify the natural hazards in the region (tsunamis, earthquakes, volcanoes, typhoons).

### 9.2 Early Civilizations

*Describe the characteristics of early civilizations.*

- 9.2.1 Use historical and modern maps and other sources to describe the political and economic empires that influenced the diverse cultural development (religion and language) in the region.
- 9.2.2 Describe the importance of the environmental conditions that permitted population growth and settlement in the region, with particular reference to the relationship between people and the oceans.
- 9.2.3 Describe Southeast Asia's defining and unique historical characteristics that result in part from its proximity to China and the heavily traveled ocean routes of South and Southeast Asia.
- 9.2.4 Describe the historical origins of Vietnam, its subsequent division into two countries with different political and economic systems, the role of the United States in the region, and the reunification of the country.

### 9.3 Places and Regions

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

- 9.3.1 Describe the different points of view that people in Southeast Asia have as a result of their colonial experience (except Thailand) and describe the transition from traditional to modern societies (education, popular culture, changing gender roles, traditional and modern lifestyle).

### 9.4 Spatial Organization

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

- 9.4.1 Use historical and modern maps and other sources to analyze the location of Southeast Asia's industrial and commercial activities and its success in the global economy (the Tiger economies, off-shoring, and outsourcing in the region).

## 9.5 Purposes of Government

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

- 9.5.1 Identify the religious and cultural diversity of Thailand (Islamic, Buddhist, Christian, Indigenous) with regard to the establishment of a Constitutional Monarchy and the issues it presents.

## 9.6 Uses of Geography

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

- 9.6.1 Describe the contemporary political and economic connections between Southeast Asia and the United States and analyze the consequences for the future economic and political policies within the region (balance of trade, tariffs, quotas, WTO, Association of Southeast Asian Nations (ASEAN)).
- 9.6.2 Describe the influences of Southeast Asia on global trade with particular reference to the production of consumer goods (e.g., tennis shoes, clothing, small appliances).

# 10 EUROPE

## 10.1 Spatial Perspective

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

- 10.1.1 Draw a sketch map from memory of Europe showing the countries and validate the accuracy (size and location) of the sketch map using an atlas.
- 10.1.2 Draw a sketch map from memory of Europe showing the major climatic regions (based on the major effects of proximity to large bodies of water and latitude) and validate the accuracy of the sketch map using an atlas.
- 10.1.3 Locate and map the rivers, adjacent bodies of water, and the major topographic features of the region.

## 10.2 Early Civilizations

*Describe the characteristics of early civilizations.*

- 10.2.1 Use historical and modern maps and other sources to describe the historical origins of Aegean City States and the role of Greek City States in the development of classical civilizations and democratic principles of governance.
- 10.2.2 Use historical and modern maps and other sources to describe the major phases in the expansion of the Roman Empire to unify the Mediterranean Basin.
- 10.2.3 Describe the development and geographic spread of Judaism, Christianity, and Islam in the geographic and historical context of the Mediterranean Basin and their influence on adjacent regions.

### **10.3 Economic Interdependence**

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

- 10.3.1** Use modern maps from the World Wide Web and other sources to locate the countries in Europe that are members of the European Union (EU) and those that are not (27 members in 2007; 11 were not in 2007) and the role of the EU as a supranational political entity.
- 10.3.2** Compare and contrast the past conditions that have resulted in World Wars in Europe (centrifugal forces = divides) with the current conditions as exemplified by the European Union, its Parliament, and Court System (centripetal forces = cooperation).
- 10.3.3** Describe the economic success of the European Union as a result of a large population needed for a domestic market, absence of trade barriers between members, and open internal migration for employment.

### **10.4 Cultural Mosaic**

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

- 10.4.1** Compare and contrast the cultural diversity in the EU in language, religion, and ethnicity with the cultural characteristics of the United States and the impact of cultural cohesiveness in both places.

### **10.5 Purposes of Government**

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

- 10.5.1** Compare and contrast the democracy and citizenship ideas, values, and institutions of classical Greece and western political thought and institutions, with special attention to civic participation, voting rights, legislative bodies, constitution writing, the rule of law, and the role of the Polis.

### **10.6 Uses of Geography**

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

- 10.6.1** Analyze the demographic patterns of age structure (population diagrams) in both EU and non-EU countries in Europe (all except European Russia); predict issues regarding labor force, educational services, aging of the population, and the funding of services such as state-sponsored retirement programs.

## **II RUSSIA**

### **II.1 Spatial Perspective**

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

- II.1.1 Draw a sketch map from memory of Russia shading the general population distribution and check the accuracy of the sketch map using an atlas.**
- II.1.2 Locate and map the rivers, adjacent bodies of water, and the major topographic features of the region.**

### **II.2 Early Civilizations**

*Describe the characteristics of early civilizations.*

- II.2.1 Use historical and modern maps and other sources to describe the historical origins of the Russian Colonial Empire, including its control of Siberia, Alaska, and Central Asia.**
- II.2.2 Describe the importance of the environmental conditions that represented challenges for invaders (the Huns, Mongols, Nazi Germany) of Russia's northern location.**
- II.2.3 Describe the historic importance of Russia's size and location in Eastern Europe and northern Asia and the impact on its identity, and its relationship to social, scientific, and economic change in Western Europe (serfdom, absolute monarchy, democratic principles, and industrial revolution).**

### **II.3 Ecosystem Distribution**

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

- II.3.1 Use modern maps and other sources to locate and describe the ecosystems of Russia, with emphasis on the northern climates and continental effects on climatic conditions.**
- II.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 bodies of water, effects of annual river flooding, and regional water resources).**

### **II.4 Physical and Human Systems**

*Describe how physical systems affect human systems.*

- II.4.1 Describe ways that the physical environment in Russia has impacted human systems, such as the effect of a short growing season on crops, difficulty in exploring for minerals, oil, and gas in cold climates, and drought in the steppes agriculture regions in Southern Russia.**

### **II.5 Purposes of Government**

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

- II.5.1 Describe the Bolshevik Revolution, the change from a monarchy to a communist form of government in Russia (became the Soviet Union in 1917), and the characteristics of the communist state with regard to freedom of religion, speech, and assembly.**
- II.5.2 Describe the Soviet Union (Russia and 14 other republics) as the world's longest experiment with a communist government (ended in 1991).**

## 11.6 Economic Systems

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

- 11.6.1 Describe the changes that occurred in the command economy when Russia became an independent country in 1991 and began the transition to a market economy.

## 11.7 Uses of Geography

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

- 11.7.1 Use maps from the World Wide Web and other sources to locate Russia and Europe and identify their oil and natural gas reserves, production and consumption patterns; test student-generated hypotheses about the geographic, economic, and political influences Russia may have over Europe in the future.

# 12 AUSTRALIA AND NEW ZEALAND

## 12.1 Spatial Perspectives

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

- 12.1.1 Draw a sketch map from memory of Australia and New Zealand (relative size and location) and validate the accuracy of the sketch map using an atlas.
- 12.1.2 Draw a sketch map from memory of Australia and New Zealand shading in the general population distribution for each country and validate the accuracy of the sketch map using an atlas.
- 12.1.3 Draw a sketch map using symbols or shading to identify the coastal lowlands, mountainous regions, desert environments, and nearby oceans of both Australia and New Zealand.

## 12.2 Early Civilizations

*Describe the characteristics of early civilizations.*

- 12.2.1 Use historical and modern maps and other sources to describe the location of Aboriginal settlements in Australia and the Maori in New Zealand and describe the importance of the Asian-Australian Land Bridge and ocean navigation.
- 12.2.2 Use historical and modern maps and other sources to locate and describe the arrival of the early European explorers and settlers in Australia and New Zealand.
- 12.2.3 Compare and contrast the clash of cultures that occurred between the Europeans and indigenous hunter-gatherer peoples of Australia and New Zealand with the arrival of Europeans in the Americas.

## 12.3 Economic Interdependence

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

- 12.3.1 Use historical and modern maps and other sources to locate the initial patterns of trade and the commodities traded between Australia/New Zealand, England (the United Kingdom), and Ireland to the 1980s.
- 12.3.2 Use modern maps and the World Wide Web and other sources to identify the post-1980 patterns of trade between Australia/New Zealand and Asian countries and the reasons for those changes (location, Asian immigration to Australia, geopolitical influence, and the needs of Asian countries for mineral resources, food, and fiber – cotton, wool).

## **12.4 Purposes of Government**

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

- 12.4.1 Use the reparations that have been made to Aboriginal and Maori peoples in the last two decades as an example of one means for governments to address past injustices to a cultural or ethnic population.**

## **12.5 Economic Systems**

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

- 12.5.1 Identify the similarities in and importance of the natural resources export economy of Australia with that of Canada (both are developed countries that have a major dependence on natural resources exports).**

## **12.6 Uses of Geography**

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

- 12.6.1 Use modern maps, the World Wide Web, and other sources to analyze the past climatic conditions and predict the possible impact that global climate change will have on Australia's interior, coastal populations, and Great Barrier Reef.**

## **13 SMALL ISLAND COUNTRIES**

### **13.1 Places**

*Explain the unique physical and human characteristic of places.*

- 13.1.1 Identify the number of small island countries in the world.**
- 13.1.2 Explain that island countries usually have an ecological niche that they rely on to provide for their population, or they are dependent on other places for their survival.**

### **13.2 Early Civilizations**

*Describe the characteristics of early civilizations.*

- 13.2.1 Explain that small island cultures may have significant evidence of historical prominence (Easter Island, Samoa, Comoros).**

### **13.3 Physical and Human Systems**

*Explain how physical systems affect human systems.*

- 13.3.1 Describe the consequences of sea level rise as a result of global climate change on the environments, size, and viability of many small island countries (Maldives, Fiji, Vanuatu, and others).**

### **13.4 Places and Regions**

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

- 13.4.1 Compare and contrast the points of view that people on small islands may have of the threat of global warming to views of people on the world's continents.**

### **13.5 Purposes of Government**

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

- 13.5.1** Explain that the governments of small island countries that are members of the United Nations have one vote on issues that come before the UN General Assembly (all members have one vote; the Security Council's five permanent members each have veto power).
- 13.5.2** Explain why small island countries sometimes decide to vote as a block on issues before the United Nations.

### **13.6 Uses of Geography**

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

- 13.6.1** Describe why the culture of small islands is a pull factor for young adults to remain while the economic opportunities are a push factor encouraging young adults to migrate.

## **14 ANTARCTICA AND NORTH POLAR CAP**

### **14.1 Places**

*Describe the human and physical characteristics of place.*

- 14.1.1** Use a diagram or model to explain why the land north and south of 66.5 degrees latitude has two seasons based on length of day (short days and long days or daylight) and the consequences for climatic conditions.
- 14.1.2** Explain that human activity in the polar regions (scientific study, mineral exploration, hunting) requires adaptations and adjustments to the severe environmental conditions (special clothing, housing, transportation, communications).
- 14.1.3** Describe the endurance difficulties of exploration parties led by Byrd, Perry, Amundsen, Henson, and Shackleton relative to the conditions in both Polar Regions.

### **14.2 Early Civilizations**

*Describe the characteristics of early peoples.*

- 14.2.1** Describe the absence of permanent settlement in the Antarctic and the presence of early nomadic peoples (migrant or permanent) in the Arctic regions (Bering Land Bridge, Canadian Archipelago) who lived by hunting, fishing, and trading.

### **14.3 Physical Systems**

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

- 14.3.1** Construct and analyze early and more recent climate graphs (climographs) from polar weather stations and compare and contrast them to determine changes, and evaluate the consequences of those changes – either warming or cooling – on the Polar Regions.
- 14.3.2** Explain the consequences of climate change in the Polar Regions, how it is expected to affect sea level, and the consequences for coastal and areas low in elevation near coastal regions (housing, industry, fishing, tourism, health, potable water).
- 14.3.3** Identify the mega cities (more than 5 million population) of the world that will likely be affected by sea level rise if the evidence and predictions of 2007 are realized.

**I4.4 Purposes of Government**

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

- I4.4.1 Describe the advantages and possible problems resulting from the special protections of the International Antarctica Treaty that reserves the continent and its ice shelf for scientific research and prohibits natural resource exploitation.**

**I4.5 Uses of Geography**

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

- I4.5.1 Use historical and geographical evidence from ice cores, satellite images, and scientific reports to take and support a position on the issue of global climate change and its consequences for Earth's physical and human systems.**

**USHG ERA 1 – BEGINNINGS TO 1620** (See 5<sup>th</sup> Grade Expectations)

American Indian Life in the Americas  
European Exploration and Conquest  
Three World Interactions

**USHG ERA 2 - COLONIZATION AND SETTLEMENT (1585-1763)**

(See 5<sup>th</sup> Grade Expectations)

European Struggle for Control of North America  
Sub-Saharan African Life, Atlantic Slave Trade, and Origins of Black America  
Comparative Life in Colonial America

**United States History Eras Addressed in Grade 8****USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754-1800s)**

Causes of the American Revolution (See 5<sup>th</sup> Grade Expectations)  
The American Revolution and Its Consequences (See 5<sup>th</sup> Grade Expectations)  
Creating New Government(s) and a New Constitution (Introduced in 5<sup>th</sup> Grade; Begins 8<sup>th</sup> Grade Expectations)

**USHG ERA 4 – EXPANSION AND REFORM (1792-1861)**

Political Growth and Challenges to an Emerging Nation  
Regional and Economic Growth  
Reform Movements

**USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)**

Abolition and Anti-Slavery  
Civil War  
Reconstruction

**FOUNDATIONAL ISSUES IN UNITED STATES HISTORY AND GEOGRAPHY****Foundational Expectation 1: Geographic, Economic and Demographic Transformations of America (to 1791)**

To set the stage for the study of the U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of the growth and settlement patterns from pre-Columbian times through 1791, and should be able to discuss the *similarities and differences* among the various regions of the United States focusing upon geographic, economic (including agricultural and industrial development), demographic (including changes in urban and rural landscape, immigration and migrations), and social changes (including ethnic, religious, and racial relationships), and explain how these influenced American life.

**Foundational Expectation 2: Political, Intellectual and Social Transformations of America (to 1791)**

To set the stage for the study of the U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of **major political, intellectual, and social changes and accomplishments** of American society by analyzing the way that American society defined and moved toward and/or away from its core ideals as reflected in the Declaration of Independence, the U.S. Constitution (including the Preamble), and the Bill of Rights.

Using the American Revolution as a touchstone, students will develop an argument/narrative about the changing character of American political society by discussing the birth and subsequent developments of republican government over time, competing views of the role and responsibilities of governments (federal, state and local), and America's role in the world. Over this time period, students will also explain the changes or continuity in race and ethnic relations (conflict and cooperation), role of women, and conditions of labor.

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**USHG ERA 3 – REVOLUTION AND THE NEW NATION****3.3 Creating New Government(s) and a New Constitution**

*Explain some of the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. [Foundations for Civics HSCE Standard 2.2.]*

*Note: Expectations 3.3.1 – 3.3.5 address content that was introduced in Grade 5, but ask for explanation and analysis at a higher level than expected in Grade 5. They are included here to support in-depth discussion of the historical and philosophical origins of constitutional government in the United States. (CE 3.3.6).*

- 3.3.1 Explain the geographic and political reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands).**
- 3.3.2 Analyze the developments of new state constitutions and explain how these embodied the ideas of the American Revolution.**
- 3.3.3 Analyze the major debates that occurred at the Constitutional Convention including but not limited to debates over the regional (north to south) distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.**
- 3.3.4 Explain how the new constitution resolved (or compromised) these debates including but not limited to sharing of power among institutions, dual sovereignty (state-federal power), rights of individuals, Electoral College and its relationship to population, the recognition of American Indian land claims and rights, and the geographic and numerical distribution of slaves.**
- 3.3.5 Analyze the shifts in population that began during colonial times, with emphasis upon the urban settlements along the fall line (physical geography); the opportunities for developing water power for grist mills, sawmills, and other industries; and the significance of river navigation on the coastal plain.**
- 3.3.6 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.**
- 3.3.7 Explain the historical and philosophical origins of constitutional government in the United States using ideas found in the Magna Carta, John Locke's Second Treatise, Montesquieu's Spirit of Laws, English Bill of Rights, Mayflower Compact, Thomas Paine's Common Sense, Northwest Ordinance, Virginia Statute of Religious Liberty, Declaration of Independence, Articles of Confederation, selected Federalist Papers.**

## USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

### 4.1 Political Growth and Challenges to an Emerging Nation

*Using documents, maps, and historical evidence, analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.*

- 4.1.1 **Washington’s Farewell** - Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the success of subsequent presidents, including John Adams, Thomas Jefferson and Andrew Jackson, to heed Washington’s advice.
- 4.1.2 **Ethnic and Regional Diversity** - Using maps and charts, describe and explain the growing regional, religious, and ethnic diversity of the emerging nation, and the challenges this presented to the new government, particularly the waves of immigration from Northern Europe and the growth of cities.
- 4.1.3 **Religious Diversity** - Describe important religious trends that shaped antebellum America including the increase in the number of Protestant denominations, the Second Great Awakening, and the influence of these trends on the reaction of Protestants to the growth of Catholic immigration.
- 4.1.4 **International Policy** - Analyze the international challenges the new nation faced in the early 19th century, including
  - the political, economic and military consequences of the French Revolution, Napoleonic Wars, and War of 1812, particularly the war in the Great Lakes
  - the wars with American Indians, the major treaties with the American Indian nations, Trail of Tears, development of the American Indian Reservation System, the Termination Policy, and subsequent outcomes of treaties with American Indian nations
- 4.1.5 **Political Parties** - Explain how political parties emerged out of competing ideas reflected in the various positions of Thomas Jefferson and Alexander Hamilton concerning relative power of the national government, foreign policy, economic policy, including the creation of a national bank and assumption of revolutionary debt.
- 4.1.6 **Presidential Policies** - Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), Thomas Jefferson (1801-1809), and Andrew Jackson (1829-1837).
- 4.1.7 **Supreme Court Action** - Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in *Marbury v. Madison* (1803) and Jackson’s response to judicial review.

### 4.2 Regional and Economic Growth

*Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.*

- 4.2.1 **Northeast** - Explain the significance of the growth of the textile industry, “new” immigration, the rise of the business class, and the transportation revolution (e.g., canals, roads, turnpikes, steamboats and railroads).
- 4.2.2 **South** - Describe the development of Southern aristocracy (e.g., “slavocracy”), class diversity in Southern society, and the rapid growth of slavery generated by the impact of the cotton gin.
- 4.2.3 **Westward Expansion** - Using a map of North America, explain the expansion and settlement of the West, the Louisiana Purchase, including the removal of American Indians from their native lands and the growth of a system of commercial agriculture.
- 4.2.4 **Manifest Destiny** - Using primary and secondary sources, evaluate the impact of the idea of Manifest Destiny on U.S. expansion and control of North America.
- 4.2.5 **Consequences** - Using geographic and historical evidence, develop an evidentiary-based argument about the positive and negative consequences of territorial and economic expansion.
  - Identify instances of disparities (e.g., slavery, human conditions, including treatment of American Indians and African Americans) between the American ideal of equality and reality; identify decisions to reduce these disparities.

### 4.3 Reform movements

Analyze the growth of antebellum American reform movements.

- 4.3.1 Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education.
- 4.3.2 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism, including Frederick Douglass, William Lloyd Garrison, Sojourner Truth, and Harriet Tubman.
- 4.3.3 Analyze the goals and effect of the antebellum women's suffrage movement (e.g., the 1848 Seneca Falls Convention and Declaration, Susan B. Anthony, and Elizabeth Cady Stanton).

## USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

### 5.1 Abolition and Anti-Slavery

Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

- 5.1.1 Describe growth of the abolitionist movement prior to the Civil War by considering the role of religion and of key abolitionist leaders (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Theodore Weld, William Lloyd Garrison, and Frederick Douglass).
- 5.1.2 Evaluate gradual abolition of slavery in early state constitutions, and the role of the Northwest Ordinance in banning of slavery in new states north of the Ohio River.
- 5.1.3 Discuss the importance of the slavery issue raised by the annexation of Texas and by California's admission to the union as a free state under the Compromise of 1850.
- 5.1.4 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), the Lincoln-Douglas debates (1858), and the Free Soil Movement.
- 5.1.5 Describe the lives of free blacks and escaped slaves, and analyze the Fugitive Slave Act's impact on freedom and economic opportunities.
- 5.1.6 Analyze the slave resistance and its role in the coming of the Civil War.

### 5.2 Civil War

Evaluate the multiple causes, key events, and complex consequences of the Civil War.

- 5.2.1 Using maps, identify the expansion of slavery in new territories and the points of dispute over this expansion.
- 5.2.2 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
- 5.2.3 Using maps, trace the boundaries constituting the North and the South; describe the geographical differences between the two regions, and the differences between agrarians and industrialists.
- 5.2.4 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

## 5.2 Civil War — continued

- 5.2.5 Discuss Abraham Lincoln’s presidency, his significant writings and speeches, and their relationship to the Declaration of Independence, e.g., his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
- 5.2.6 Compare and contrast the advantages and disadvantages of Union and Confederate diplomatic and military strategies, including views of key leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee).
- 5.2.7 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, surrender at Appomattox, and lives of soldiers, including those of black soldiers and regiments.
- 5.2.8 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

## 5.3 Reconstruction

*Using evidence, develop an argument regarding the character and consequences of Reconstruction.*

- 5.3.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
- 5.3.2 Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
- 5.3.3 Analyze the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation, Black Codes.
- 5.3.4 Trace the rise of the first Ku Klux Klan and describe the Klan’s impact on American life.
- 5.3.5 Analyze the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and explain their connection to Reconstruction.
- 5.3.6 Evaluate the decision to remove Union troops in 1877 and its impact on the end of Reconstruction.



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# High School Content Expectations



## SOCIAL STUDIES

- World History and Geography
- United States History and Geography
- Civics
- Economics

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# Welcome to Michigan’s High School Social Studies Content Standards and Expectations

## Why Develop Content Standards and Expectations for High School?

In 2004, the Michigan Department of Education embraced the challenge to initiate a “high school redesign” project. Since then, the national call to create more rigorous learning for high school students has become a major priority for state leaders across the country. The Cherry Commission Report highlighted several goals for Michigan including the development of high school content expectations that reflect both a rigorous and a relevant curricular focus. Dovetailing with this call to “curricular action” is Michigan’s legislative change in high school assessment. The Michigan Merit Exam, based on rigorous high school learning standards, was implemented in 2007 and will be fully aligned with these expectations by 2010.

The Michigan Department of Education’s Office of School Improvement led the development of high school content expectations. Content area work groups submitted content expectation drafts to a web-based state wide review. Following the web based review, a scholarly review by experts outside of Michigan was completed to identify the national stature of the document and recommended changes. The content standards and expectations presented in this document reflect the ideas expressed in the extensive field and national reviews, and comments made by the State Board of Education.

The Michigan Curriculum Framework’s Content Standards and Benchmarks for Social Studies represent the full scope of the social studies curriculum. The High School Content Expectations (HSCE) establish what every student is expected to know by the end of high school. Social Studies High School Content Expectations are not a social studies curriculum nor are they intended to limit what is taught. They are meant to be used as a guide for both curriculum development and assessment of learning, and the Michigan Merit exam.

## An Overview

The content expectations contained in this document reflect best practices and current research in the teaching and learning of social studies. They build from the Michigan Social Studies Curriculum Framework Standards and Benchmarks (1996) and include The Michigan State Board of Education’s Policy on Learning Expectations for Michigan Students (2002). These standards and expectations represent a vision for a rigorous and relevant high school experience for all Michigan students over the next five to ten years. Special attention has been paid to national research and support for the skills that prepare students for successful post-secondary educational engagement and future roles in the work place.

The standards and expectations are closely aligned with the following national standards and frameworks: *National Standards for Civics and Government* (1994); *National Content Standards in Economics* (1997); *National Geography Standards: Geography for Life*, (1994); *National Standards for History Basic Education* (1996); *National Standards for United States History: Exploring the American Experience*, (1993); *National Standards for World History: Exploring Paths to the Present*, (1993); National Assessment Governing Board’s U.S. History, Civics, and Economics Frameworks for the 2006 NAEP Assessments, and Geography Framework for the 1994 and 2001 NAEP Assessments; and *Expectations of Excellence: Curriculum Standards for Social Studies*, (1994). Students whose work is guided by these standards and expectations will be prepared for responsible citizenship, post-secondary education, and the workplace.

# Process for Creating Content Expectations

## Extant Michigan Documents

- Michigan Curriculum Framework Standards and Benchmarks, 1996
- High School Content Expectations Document 6/06 Draft
- Outside Reviews

## National Civics Standards

## National Economics Standards

## National Geography Standards

## National Standards in U.S. History

## National Standards in World History

## National Council of Social Studies Curriculum Standards

## College Readiness Recommendations

- ACT “College Readiness Standards”
- ACT “Reading Between the Lines”
- College Board “Standards for College Success”
- “Understanding University Success”

## National Assessment Frameworks

- National Assessment Governing Board – NAEP
- College Board – AP, SAT II
- International Baccalaureate – IB

## Academic Work Groups

## Standards Review

- Fordham
- Independent Reviews
- Shanker Institute
- Review of Michigan Content

## Draft Content Expectations

## Exemplary State Standards

- Alabama
- California
- Georgia
- Indiana
- Massachusetts
- Minnesota
- New York
- Virginia

## Review and Revisions

## Social Studies Content Expectations

## UNDERSTANDING THE ORGANIZATIONAL STRUCTURE

The High School Standards and Content Expectations for Social Studies are organized by Course/Credit title. In addition to defining specific disciplinary knowledge and skills for each course/credit, they include standards and expectations in two other important categories: General Social Science Knowledge and Processes and Skills for Social Studies. The Structure is shown below. The skills and content addressed in these standards and expectations will, in practice, be integrated into the social studies curriculum in powerful and engaging units of instruction. These expectations are meant to inform curriculum and assessment development.

<b>High School Social Studies Organizational Chart</b>			
<b>World History and Geography</b>	<b>U.S. History and Geography</b>	<b>Civics</b>	<b>Economics</b>
<i>General Social Science Knowledge</i>	<i>General Social Science Knowledge</i>	<i>General Social Science Knowledge</i>	<i>General Social Science Knowledge</i>
K1 General Knowledge Defining Characteristics Relationships and Patterns Perspectives and Diversity Current Events and Issues Integration and General Understanding	K1 General Knowledge Defining Characteristics Relationships and Patterns Perspectives and Diversity Current Events and Issues Integration and General Understanding	K1 General Knowledge Defining Characteristics Relationships and Patterns Perspectives and Diversity Current Events and Issues Integration and General Understanding	K1 General Knowledge Defining Characteristics Relationships and Patterns Perspectives and Diversity Current Events and Issues Integration and General Understanding
<i>Social Studies Processes and Skills</i>	<i>Social Studies Processes and Skills</i>	<i>Social Studies Processes and Skills</i>	<i>Social Studies Processes and Skills</i>
P1 Reading and Communication P2 Inquiry, Research, and Analysis P3 Public Discourse and Decision Making P4 Citizen Involvement	P1 Reading and Communication P2 Inquiry, Research, and Analysis P3 Public Discourse and Decision Making P4 Citizen Involvement	P1 Reading and Communication P2 Inquiry, Research, and Analysis P3 Public Discourse and Decision Making P4 Citizen Involvement	P1 Reading and Communication P2 Inquiry, Research, and Analysis P3 Public Discourse and Decision Making P4 Citizen Involvement
<i>Disciplinary Knowledge</i>	<i>Disciplinary Knowledge</i>	<i>Disciplinary Knowledge</i>	<i>Disciplinary Knowledge</i>
W1 Historical and Geographical Knowledge and Perspective W2 Historical and Geographical Analysis and Interpretation W3 Global Analysis of World History Eras 5 - 9 Foundations Era 5 - 1000 - 1500 Era 6 - 1450 - 1770 Era 7 - 1715 - 1914 Era 8 - 1900 - 1945 Era 9 - 1945 - present	U1 Historical and Geographical Knowledge and Perspective U2 Historical and Geographical Analysis and Interpretation U3 Thematic Analysis of U.S. History Eras 6 - 9 Foundations Era 6 - 1450 - 1770 Era 7 - 1715 - 1914 Era 8 - 1900 - 1945 Era 9 - 1945 - present	C1 Conceptual Foundations of Civic and Political Life C2 Origins and Foundations of U.S. C3 Functioning of U.S. Government C4 The United States in World Affairs C5 Idea of Citizenship in the United States C6 Citizenship in Action	E1 Business Choices E2 Role of Government E3 Economic Systems E4 Trade E5 Personal Finance

## CURRICULUM AND ASSESSMENT

This document is intended to support conversations at the school and district level that result in rigorous and relevant curriculum that will prepare students for college and the workplace.

**As stakeholders (e.g., teachers, administrators, school board members, parents, community members, students, local legislative representatives) work with these standards, they should consider the following questions:**

- How are these content standards and expectations reflected in our curriculum and instruction already?
- Where may the curriculum and instruction be strengthened to more fully realize the intent of these standards and expectations?
- What opportunities do these standards and expectations present to develop new and strengthen existing curriculum, leading to instructional excellence?
- How may the standards and expectations be implemented as we take into account what we know about our students, school, and community?
- How may the effectiveness with which our students and schools are meeting the standards and content expectations be assessed?
- How may school-based assessments (e.g., student portfolios, school-based writing assessments, teacher or classroom research, district-level assessments) be used to make data-driven decisions about teaching and learning?

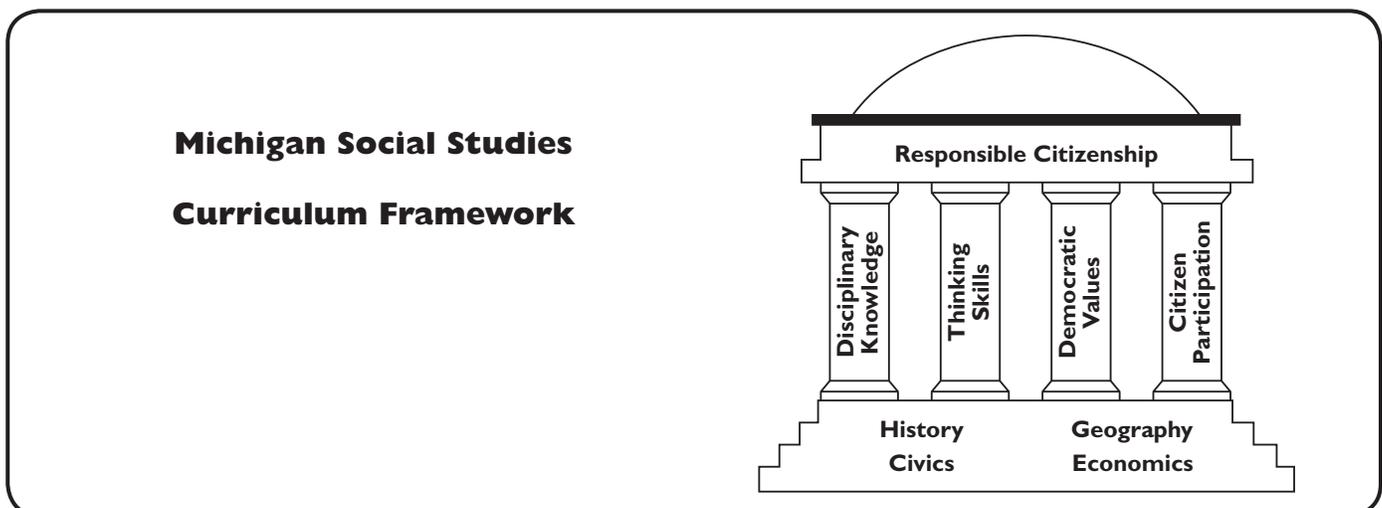
Through conversations about questions such as these, and building upon the multitude of existing strengths in our current high schools, voices of all stakeholders will participate in the important and continuing process of shaping instructional excellence in Michigan schools and preparing students for college and the workplace.

In 2002, the Michigan State Board of Education adopted the *Policy on Learning Expectations*. These Expectations and the High School Content Expectations are intended to work together to prepare Michigan’s students to face new challenges in an ever-changing world, and provide them with the knowledge and skills needed for future success and to be productive citizens. Students will be prepared to:

- Gather Information
- Understand Information
- Analyze Issues
- Draw and Justify Conclusions
- Organize and Communicate Information
- Think and Communicate Critically
- Learn and Consider Issues Collaboratively
- Learn Independently
- Create Knowledge
- Act Ethically

## SOCIAL STUDIES

Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship and to make informed and reasoned decisions for the public good in a pluralistic, democratic society.



## Active Learning

Democracy requires active citizens. Responsible democratic action requires students to participate in our democracy while learning in the classroom. Teachers must engage students in activities to simultaneously learn about civic participation while engaging in the real civic life of their communities, our state, and our nation. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

### *The Responsible Citizen:*

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Uses methods of social science investigation to answer questions about society (Inquiry)
- Constructs and expresses reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

## Educating Citizens Beyond Social Studies

*“The current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy—21st Century Literacy—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.”* —**21st Century Workforce Commission National Alliance of Business**

In order to thrive in a digital economy, students will need digital-age proficiencies. These proficiencies include:

- Basic, scientific, technological, financial, economic, and civic literacy
- Visual and information literacy
- Cultural literacy and global awareness
- Adaptability, ability to manage complexity, and self-direction
- Curiosity, creativity, and risk-taking
- Higher order thinking and sound reasoning
- Teaming and collaboration
- Personal and social responsibility
- Interactive communication
- Prioritizing, planning, and managing for results
- Effective use of real-world tools
- High quality results with real-world application

The use of technology is critical for responsible citizenship. Citizens must know how to read and comprehend narratives from a variety of sources, understand and use data effectively, as well as know how to compile and present data so they are valid and reliable. The development of vocabulary, critical to understanding and communication, is an important component of the social studies curriculum. Finally writing, especially expository, informational and persuasive writing, is an empowering skill needed by all citizens. The ability to clearly communicate one’s ideas and reasoned viewpoints is the hallmark of a responsible citizen.

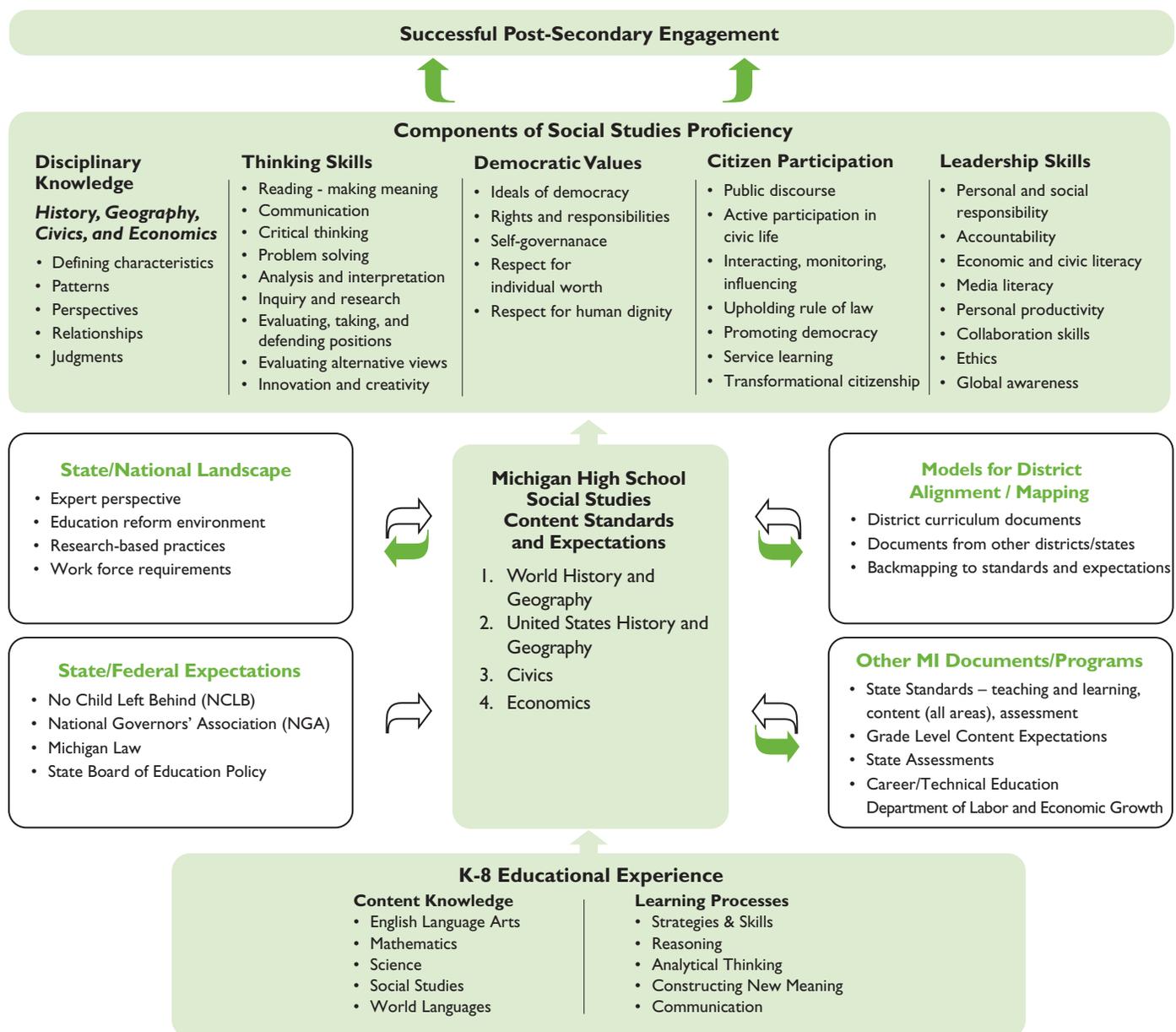
A companion document will address the correlation of social studies expectations with those of technology, reading, writing, mathematics, science, the arts, and the 21st Century Skills. Each of these subjects and literacies is necessary to reach the goal of the social studies curriculum — responsible citizenship.

# Preparing Students for Successful Post-Secondary Engagement

As educators use these standards and expectations to develop rigorous and relevant units of instruction, powerful and engaging learning activities, and challenging high school curricula, it is critical to keep in mind that content knowledge alone will not provide adequate preparation for success in entry-level university courses or entry-level positions in today's workforce.

Successful post-secondary engagement requires that students must be able to apply knowledge in new situations; to solve problems by generating new ideas; to make connections between what they read and hear in class, the world around them, and the future; and through their work, develop leadership qualities while still in high school.

Therefore, educators must model for and develop in students the knowledge, skills, and dispositions that will result in responsible citizenship and successful post-secondary engagement.



# Michigan High School Social Studies

## WORLD HISTORY AND GEOGRAPHY

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## WORLD HISTORY AND GEOGRAPHY

World history and world geography are the fastest growing sections of the social studies curriculum. A recent federal study showed that the percentage of American students taking world history or world geography has risen faster than any other class in the social studies. In 2005, over 77% of American seniors had taken world history in high school, a significant increase from the 60% who had world history on their high school transcripts in 1990. During those fifteen years, the number of high school students who had taken World Geography increased from 21% to 31%. Clearly, there is a growing recognition in our global age, that American students must understand more than the history and geography of the United States. The growth in Advanced Placement exams in geography and world history offers another dramatic indication of the impact of the world on the curriculum in the United States. College Board created an AP Human Geography course in 2001 and the number of exams has risen from 3,000 then to over 21,000 in 2006. Even more impressive has been the growth of AP World History that accommodated around 21,000 students with its first world history exam in 2002; by 2006, more than 83,000 had taken the AP World History exam<sup>1</sup>.

This growth in the study of world history and geography makes good educational sense in light of recent developments. There has been a steady concern regarding American high school students' ignorance of international history and geography, and growing recognition that citizenship in our democracy demands global understanding. With its new high school requirement in world history and geography, Michigan joins the majority of states in increasing its emphasis on learning more about the world and its history.

However, recent national studies also reveal great variation in the content and quality of those courses in world history. For example, an analysis of the world history standards in the fifty states showed different patterns of content called world history. Some states have simply added a unit or two on China, Africa, or India to a course in European history. Other states define world history as the study of one or two regions of the world. Still others take a global and comparative regional approach, trying to look at the “big” picture. College Board has taken the latter approach, developing its assessment around a global and comparative framework.<sup>2</sup> Also, studies of world history and geography in schools found that most standards documents were quite vague, organized around themes with little substantive content, emphasizing European history while neglecting content on Latin America, Asia, the Middle East, and Africa.<sup>3</sup> Calling a course or requirement “world history” or “world geography” does not ensure that students will engage in a quality study of the *world's* history and geography.

These World History and Geography content expectations build upon the very best and most highly regarded standards, benchmarks, and courses to develop greater understanding of the development of world-wide events, processes, and interactions among the world's people, cultures, societies, and environments. They highlight the continuity and changes, causes and consequences in *international* frameworks and relationships, as well as engaging in cross-temporal and cross-regional comparisons. Students, therefore, work at three interconnected scales of analysis: the global/cross-temporal, cross-regional comparative, and regional. **Just as a photographer uses multiple lenses—close-up, wide-angle, and zoom—to tell pictorial stories, world history teachers and students need to observe the world's history and geography through several different lenses to understand the whole most completely.**

This offers rewards and challenges. A disciplined study of World History and Geography is essential for citizens of the United States, who participate, whether they know it or not, on the world's stage. World History and Geography help us to locate ourselves and our society in the world, among the societies and peoples of the world. It prepares us to take up the challenges of life in the 21<sup>st</sup> century by exploring the common and diverse strands that formed and continue to shape our present life. It enables us to understand the world that we encounter daily while developing the habits of mind essential for democratic citizenship.

<sup>1</sup>Sean Cavanagh, “World History and Geography Gain Traction in Class: Seeds of Internationally Themed Lessons Were Planted in the 1980s,” *Education Week*, March 21 2007, 10.

<sup>2</sup>Robert B. Bain and Tamara L. Shreiner, “Issues and Options in Creating a National Assessment in World History,” *The History Teacher* 38, no. 2 (2005): 241-72.

<sup>3</sup>Kathleen Kennedy Manzom, “Most States Earn Poor Grades for World-History Standards,” *Education Week*, June 14 2006, 12; Walter Russell Mead, *The State of State World History Standards* (Washington, DC: Fordham Foundation, 2006)

While knowledge of specific names, places, dates and facts is essential for world historical and geographical study, high quality teaching demands a great deal more than just the mastery of discrete collections of facts, even if international. Unfortunately, standards and content expectations with their focus on discrete lists of objectives, often obscure the thinking necessary to study world history and geography.

The words “disciplined study” or more appropriately “disciplined inquiry” are used to capture the essential way that students must approach history and geography. Learning history and geography involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study.<sup>4</sup> It entails learning how to read, write, and use history and geography to understand and participate in the world around us. This calls upon students to frame important historical and geographic problems and questions concerning cause and effect, continuity and change, place and time; to locate and analyze appropriate evidence and data; and to determine significance in building reasoned and evidenced-based interpretations, arguments, or decisions. In short, historical and geographic inquiry provides Michigan students with the kind of reasoned and informed decision making that should characterize each citizen’s participation in our American democracy.

World history and geography also require that we learn to see large global patterns and to compare across time and space to uncover similarities and differences, continuities and changes invisible without comparative studies. Working on such different and vast scales requires World History and Geography students to:

- Investigate global patterns and developments over time while connecting more local patterns to the global patterns.
- Employ different analytical schemes, including global, civilizational, and national to understand developments from the global to the particular.
- Compare within and among regions and societies, including various reactions to global processes.
- Develop an understanding of the historical and geographic context of human commonalities and differences, particularly in considering claims of universal standards or of cultural diversity.

Instructional standards in Word History and Geography as well has recent scholarship and research has focused on five patterns:

- The causes, consequences, and patterns of changes in human governance systems, changes over time, and across geographic regions.
- The causes, consequences, and patterns of interactions among societies and regions, including trade, war, diplomacy, and international institutions.
- The impact of demographic, technological, environmental, and economic changes on people, their culture, and their environment.
- Causes, consequences, and patterns of cultural, intellectual, religious and social changes across the world, and among and within societies.
- The relationship between the environment and global and regional developments in population, settlement, economy, and politics.

National and state education standards have mirrored these foci while requiring students to use the methods, tools, and concepts of the disciplines of history and geography.

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<sup>4</sup>Linda S. Levstik and Kieth C. Barton, *Doing History: Investigating with Children in Elementary and Middle Schools* (Mahwah, NJ: Lawrence Erlbaum , 2000):13.

Two frameworks were used for dividing the content expectations in keeping with the focus of world history and geography. First, world history has been divided into nine, overlapping chronological periods:

- Era 1 The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.
- Era 2 Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000-1000 B.C.E./B.C.
- Era 3 Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 650 C.E./A.D.
- Era 4 Growing Regional Instability and Expanding Regions of Exchange and Encounter, 300-1000 C.E./A.D.
- Era 5 Intensified Hemispheric Interactions, 1000-1500 C.E./A.D.
- Era 6 The Emergence of the First Global Age, 15th to 18th Centuries
- Era 7 An Age of Global Revolutions, 18th Century-1914
- Era 8 Global Crisis and Achievement, 1900-1945
- Era 9 The 20th Century Since 1945: Global Promises and Paradoxes

Within each era, expectations are written in three scales: global/cross-temporal, cross-regional comparative, and regional, as depicted in the World History and Geography concept map that follows.

As Michigan students study World History and Geography, they will learn about the human experience over time and space. They will encounter powerful and sometimes conflicting ideas, learn compelling stories of people and events, investigate our diverse and common traditions, and work to understand the complex interactions among various political, economic, religious, technological, geographic, and intellectual forces that have influenced and continue to influence us. Studying World History and Geography connects people and events across time and space, illuminating the range and depth of human experience on grand and more local scales.

We should harbor no illusions about the challenges awaiting teachers and students engaged in such history instruction. Teaching the stories of the past while also teaching students how to read, critically analyze, and evaluate these stories is hard work. Historical and geographic literacy demands that students learn to evaluate arguments and decide which positions, given the evidence, are more or less plausible, better or worse. While learning about the facts, events and significant developments in world history, historical and geographic study asks students to consider what they know, how they know it, and how confidently or tentatively they are “entitled” to hold their views.

Beyond recognizing the challenges for teachers and students, it is equally important to remember the pleasures that such historical study can provide both teachers and students. Through history and geography, teachers can fill the class with enduring human dramas and dilemmas, grand successes and equally grand tragedies, fascinating mysteries, and an amazing cast of historical characters involved in events that exemplify the best and worst of human experience. In what other field of study can students experience such a range of possibilities and get to know so many people and places?

We hope that this brief description reveals why the study of history and geography is so crucial and, therefore, worth our efforts. “History,” historian Peter Stearns has written, “should be studied because it is essential to individuals and to society, and because it harbors beauty.” As scholar of history education Peter Lee has observed, “The great value of history education rests in helping students engage in a rational investigation of the past; since we cannot escape the past we had better seek the best knowledge of it we can get.” A disciplined study of history and geography promotes exactly the type of reasoned thought our students deserve and democratic societies so desperately need.

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# World History and Geography Content Expectations

Expectations from Eras 1-4 may be addressed in grades 6 and 7.

<b>World History Themes</b>	<b>Era 1 - Beginnings of Human Society Beginnings to 4000 B.C.</b>	<b>Global and Cross-Temporal Approach</b>	<b>Cross-Regional or Comparative Approach</b>	<b>Regional Approach</b>
1 Historical and Geographic Changes and Continuities in the World	Era 1 - Beginnings of Human Society Beginnings to 4000 B.C.	Frames for World History	Beginnings of Human Society	
2 People, Cultures, and Ideas	<b>Era 2 - Early Civilizations and Pastoral People 4000 B.C. to 1000 B.C.</b>	Geography and History of Early Civilizations	Compare Early Civilizations World Religions and Geography	Early River Civilizations
3 Economic and Technological Changes	<b>Era 3 - Classical Traditions, World Religions, and Major Empires 1000 B.C. to 650 A.D.</b>	Classical Civilizations Comparisons World Religions and Geography	Afro-Eurasian Networks	Indian Civilization Chinese Civilization Mediterranean Civilizations African Kingdoms Southwest and Central Asian Civilizations Mesoamerican Civilizations World Religions
4 Changing Role of Global Powers in the World	<b>Era 4 - Growing Regional Instability and Expanding Regions of Exchange and Encounter 300 to 1000 A.D.</b>	Crisis in Classical World Spread of World Religions Trade Networks and Contacts	Growth of Islam and Dar al Islam	Restructuring of Eastern European System Restructuring of Western European System Civilizations of the Americas
<b>Geography Themes</b>	<b>Foundational Issues</b>	Habits of Mind/Central Concepts Significant Turning Points Political Transformations Growth and Development of World Religions Regional Variations		
1 Space and Place	<b>Era 5 - Intensified Interactions 1000 to 1500 A.D.</b>	World Religions	Inter-Regional Trade Unification of Eurasia under the Mongols The Plague	Europe to 1500 A.D. Africa to 1500 A.D. China to 1500 A.D. Russia to 1500 A.D. Dar al Islam to 1500 A.D. The Americas
2 Environment and Society	<b>Era 6 - First Global Age 15th to 18th Centuries</b>	Emerging Global System World Religions	Trans-Africa and Trans-Atlantic Slave Systems European Exploration/Conquest and Columbian Exchange	Ottoman Empire East Asia South Asia Russia through 18th Century
3 Special Dynamics and Connections	<b>Era 7 - Age of Global Revolutions 18th Century to 1914</b>	Global Revolutions World-Wide Migrations and Population Changes Increasing Global Interconnections Cross-Temporal Comparison Historical Interpretation	Political Democratic Revolutions Growth of Nationalism and Nation-States Industrialization	Europe East Asia Africa
4 Global Issues and Events	<b>Era 8 - Global Crisis and Achievement 1900 to 1945</b>	Increasing Government and Political Power Comparative Power Twentieth Century Genocide Global Technology Total War	World War I Inter-War Period World War II	Russian Revolution Europe and the Rise of Fascism and Totalitarian States Regional Impact of Industrialism, Imperialism, and War
<b>Disciplinary Knowledge</b>	<b>Era 9 - Global Promises and Paradoxes The 20th Century Since 1945</b>	Reconfiguration Global Cold War Demographic Changes Universal Human Rights and Inequalities Ethnic Cleansing Post-Cold War Power Trends in Global Interdependence Historical Interpretation	Decolonization and Independence Movements	Regional Struggles for Democracy Middle East
W1 Historical and Geographical Knowledge and Perspective	B.C. = B.C.E./B.C. A.D. = C.E./A.D.			

# **World History and Geography (WHG) Content Statement Outline**

## **GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS**

- K1 General Knowledge
- PI Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Citizen Involvement

### **WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.**

- 1.1 Frames for World History
- 1.2 Beginnings of Human Society

### **WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000-1000 B.C.E./B.C.**

- 2.1 Geography and History of Early Civilizations
- 2.2 Compare Early Civilizations, World Religions, and Geography
- 2.3 Early River Civilizations

### **WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C.**

- 3.1 Classical Civilizations Comparisons, World Religions, and Geography
- 3.2 Afro-Eurasian Networks
- 3.3 Indian Civilization, Chinese Civilization, Mediterranean Civilizations, African Kingdoms, Southwest and Central Asian Civilizations, Mesoamerican Civilizations, and World Religions

### **WHG Era 4 – Growing Regional Instability and Expanding Regions of Exchange and Encounter, 200-1000 C.E./A.D.**

- 4.1 Crisis in the Classical World, Spread of World Religions, Trade Networks, and Contacts
- 4.2 Growth of Islam and Dar al Islam
- 4.3 Restructuring of Eastern European System, Restructuring of Western European System, and Civilizations of the Americas

#### **Foundational issues in WHG - Eras 1 - 4**

**Expectations from Eras 1- 4 may be addresses in Grades 6 and 7.**

### **WHG Era 5 – Intensified Hemispheric Interactions, 1000-1500 C.E./A.D.**

- 5.1 World Religions
- 5.2 Inter-Regional Trade, Unification of Eurasia under the Mongols, and The Plague
- 5.3 Europe to 1500 AD/CE, Africa to 1500 AD/CE, China to 1500 AD/CE, Russia to 1500 CE/AD, Dar al Islam to 1500 CE/AD, and The Americas

### **WHG Era 6 – The Emergence of the First Global Age, 15th to 18th Centuries**

- 6.1 Emerging Global System and World Religions
- 6.2 Trans-Africa and Trans-Atlantic Slave Systems, European Exploration/Conquest and Columbian Exchange
- 6.3 Ottoman Empire, East Asia, South Asia, Russia through 18th Century

### **WHG Era 7 – An Age of Global Revolutions, 18th Century-1914**

- 7.1 Global Revolutions, World-Wide Migrations and Population Changes, Increasing Global Interconnections, Cross-Temporal Comparison, and Historical Interpretation
- 7.2 Political Democratic Revolutions, Growth of Nationalism and Nation-States, and Industrialization
- 7.3 Europe, East Asia, and Africa

### **WHG Era 8 – Global Crisis and Achievement, 1900-1945**

- 8.1 Increasing Government and Political Power, Comparative Power, Twentieth Century Genocide, Global Technology, and Total War
- 8.2 World War I, Inter-War Period, and World War II
- 8.3 Russian Revolution, Europe and the Rise of Fascism and Totalitarian States, Regional Impact of Industrialism, Imperialism, and War

### **WHG Era 9 – The 20th Century Since 1945: Global Promises and Paradoxes**

- 9.1 Reconfiguration, Global Cold War, Demographic Changes, Universal Human Rights and Inequalities, Ethnic Cleansing, Post-Cold War Power, and Trends in Global Interdependence
- 9.2 Decolonization and Independence Movements
- 9.3 Regional Struggles for Democracy and Middle East

## General Social Studies Knowledge, Processes, and Skills

### KI General Knowledge – embedded in WHG standards and expectations

- KI.1 Know the defining characteristics of the disciplines of history and geography.
- KI.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.
- KI.3 Understand and analyze chronological and spatial relationships and patterns.
- KI.4 Understand historical and spatial perspectives.
- KI.5 Understand the diversity of human beings and human cultures.
- KI.6 Analyze events and circumstances from diverse perspectives.
- KI.7 Understand social problems, social structure, institutions, class, groups, and interaction.
- KI.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- KI.9 Integrate concepts from at least two different social studies disciplines.
- KI.10 Understand significant concepts, generalizations, principles, and **theories of history and geography as disciplines.**

### Social Studies Procedures and Skills – embedded in WHG standards and expectations

#### PI Reading and Communication – read and communicate effectively.

- PI.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- PI.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- PI.3 Understand that diversity of interpretation arises from frame of reference.
- PI.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- PI.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

#### P2 Inquiry, Research, and Analysis – 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.

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- 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.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

#### 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.

### Disciplinary Knowledge – embedded in WHG standards and expectations

#### W1 Historical and Geographical Knowledge and Perspective

- W1.1 Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements.
- W1.2 Identify and define specific factual information, themes, movements, and general principles operating in world history and geography to deduce meaning and comprehend patterns.

#### W2 Historical and Geographical Analysis and Interpretation

- W2.1 Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

#### W3 Global Analysis of World History Eras 5 - 9

# WORLD HISTORY AND GEOGRAPHY

## WHG ERA I – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 B.C.E./B.C.

### I.1 Cross-temporal or Global Expectations

*Use the methods, tools, and concepts of history and geography to understand early human society.*

- I.1.1 Chronological Frames for World History - Explain the ways and reasons that different people “periodize” the history of the world; explain differences in beginning and ending points, and locating “breaks” or discontinuities in time/history; identify and discuss**
  - major turning points in geologic time
  - different religious calendars
  - different cultural/political periodization schemes
  - the organizational scheme of these content expectations
- I.1.2 Spatial/Regional Frames for World History - Identify the differences between global, hemispheric, continental, sub-continental, and other spatial constructs, focusing on where different schemes begin and end and locating “breaks” or discontinuities in space.**
- I.1.3 Big Geography - Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life and the subsequent unfolding of human history. Identify major geographic events including continental drift, the ice ages, and interglacial periods.**
- I.1.4 Population Movements - Describe shifting demographic patterns (including the first migrations out of Africa, the diffusion of peoples across Eurasia and to Australia, and the peopling of the Americas) and the environmental and social consequences of these population movements (including their influence on the Agricultural Revolution).**
- I.1.5 Human/Environment Interactions - Identify the environmental challenges early humans faced by explaining the impact of geographic environment on hunter-gatherer and early agricultural societies including**
  - human modifications and innovations that gave rise to domestication of plants and animals and intensive land use
  - new forms of economic and social relationships, including agricultural surpluses, division of labor, and changes in gender relationships
- I.1.6 Historical Interpretation - Make a reasoned and evidentiary-based argument evaluating the position that the Agricultural Revolution was the most dramatic and significant change in all of human history, making all subsequent growth in culture possible. Identify regions of the world that experienced the Agricultural Revolution (such as the Fertile Crescent) and those places that did not (such as Australia).**

### I.2 Inter-regional or Comparative Expectations

*Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.*

- I.2.1 Beginnings of Human Society - Students will examine the lives of the hunting and gathering people of the ancient world during the earliest eras of human society.**
- I.2.2 Trace the approximate chronology and territorial range of early human communities, and analyze the processes that led to their development.**
- I.2.3 Analyze environmental conditions and compare how peoples of West Africa, Europe, Southeast Asia, Southwest Asia, East Asia, and the Americas domesticated food plants and animals and developed agricultural communities in response to local needs and environmental conditions.**

# WORLD HISTORY AND GEOGRAPHY (CONT.)

- 1.2.4 Describe social, cultural, and economic characteristics of large agricultural settlements on the basis of evidence gathered by archaeologists.
- 1.2.5 Demonstrate an understanding of the methods and techniques archaeologists have used at sites (such as Çatal Huyük, Mehrgarh in Pakistan, Banpo in China, and Jericho) which have contributed to current knowledge of Paleolithic and Neolithic lifeways.

## WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000-1000 B.C.E./B.C.

### 2.1 Cross-temporal or Global Expectations

Analyze the major characteristics of civilizations and the causes and consequences (significant accomplishments) of their development across various regions of the world.

- 2.1.1 **Geographic Context - Use historical and modern maps and geographic data to locate, describe, and analyze major river systems; discuss the ways these physical settings supported permanent settlements, development of early civilizations, or the migration of pastoral nomads.**
  - Tigris and Euphrates Rivers
  - Yangtze River
  - Huang He River
  - Nile River
  - Indus River
  - Eurasian steppe lands
- 2.1.2 **Early Civilizations and Pastoral Nomads - Describe and differentiate defining characteristics of early civilizations and early pastoral nomads and analyze their relationships.**
  - Using multiple sources of evidence, analyze and explain basic “common” features of early civilizations, including political or state structure, economic and social structure, and major innovations (e.g., resource use, specialization and divisions of labor, gender roles, and oral and written forms of communication).
  - Using multiple sources of evidence, analyze and explain basic “common” features of early pastoral nomads, including the political or state structure, economic and social structure, and major innovations (e.g., resource use, specialization and divisions of labor, gender roles, and oral and written forms of communication).
  - Analyze the political, military, and commercial relationships between early civilizations and pastoral nomads (e.g., the Hyksos, the Aryans, and the Hebrews).
  - Historical Interpretation - Discuss some of the issues and limitations of using “civilizations” as an organizing principle in world history. Explain why some historians argue that the emergence of these civilizations was a decisive transformation in human history.

### 2.2 Inter-regional or Comparative Expectations

Compare the major characteristics of early civilizations and the causes and consequences (significant accomplishments) of their development across various regions of the world.

- 2.2.1 **Early Civilizations - Compare and contrast the geographical, political, economic, social, religious, and cultural features of three early civilizations from different world regions (China, Indus River Valley, Mesopotamia and Egypt).**
- 2.2.2 **Cross-cultural Movements - Using maps, discuss the spread and exchange of ideas and technologies (e.g., metallurgy, the wheel, writing, plants and crops).**

# WORLD HISTORY AND GEOGRAPHY (CONT.)

## 2.3 Regional Content Expectations

*Explain similarities and differences among early river civilizations and between these civilizations and pastoral peoples.*

- 2.3.1 Early River Civilizations - Construct a timeline of main events on the origin and early development of at least three civilizations (China, Indus River Valley, Mesopotamia and Egypt).**

## WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 650 C.E./A.D.

### 3.1 Cross-temporal or Global Expectations

*Analyze the innovations and social, political, and economic changes that occurred through emergence of classical civilizations in the major regions of the world.*

- 3.1.1 Classical Civilizations - Define the concept of “classical civilization” and, using the classical civilizations of Persia, Greece, Rome, China, India, and Mesoamerica as examples, assess importance of ideas, institutions, art forms (including philosophy) and social structures (e.g., resource use, specialization, interdependence, divisions of labor, and gender roles) that emerged in the classical period.**
- 3.1.2 Cross-temporal comparison - Explain why and how classical civilizations differed in geographic size and complexity from early civilizations.**
- 3.1.3 Empires - Using historic and modern maps, locate and describe the major empires of this era on a map; describe their geographical characteristics.**
- Compare and contrast the defining characteristics of state, civilization, and empire.
  - Compare two early empires’ (e.g., the Egyptian, Roman, Persian, Mauryan, and Han Chinese Empires) use of military power, state bureaucracy, legal codes, belief systems, communications (including writing and transportation), and trade networks in the developing control and integration over large regions.
  - Analyze the role of geography in the development of early empires, referencing both “useful” geographic features and those that could be seen as obstacles (including the distance decay theory).
- 3.1.4 World Religions and Geography - Define world religion and compare world religions to local religions. Using historical and modern maps, analyze how world religions spread geographically.**
- Evaluate the significance of where these religions met or overlapped in political, cultural, social, and economic spheres.
  - Assess the role world religions played in political structures within major empires during era.

### 3.2 Inter-regional or Comparative Expectations

*Explain how various world religions and large-scale empires rose and grew in China, India, Africa, and the Mediterranean basin during this era and analyze the inter-regional and more local impacts of these religions and empires.*

- 3.2.1 Afro-Eurasian Networks - Using historical and modern maps, locate the major land and maritime routes and geographical features of the Silk Roads. Analyze their impact on trade networks, merchant communities, state power, systems of production, migration, and the economic and political integration of large regions of Afro-Eurasia.**

# WORLD HISTORY AND GEOGRAPHY (CONT.)

## 3.3 Regional Content Expectations

*Explain how various world religions and large-scale empires rose and grew in China, India, Africa, the Mediterranean basin, and Mesoamerica during this era.*

### 3.3.1 Indian Civilization - Describe the development of Indian civilization, including

- the role of geography
- the rise and fall of the Mauryan Empire and the “Golden Age” of classical India
- the development and impact of Hinduism and Buddhism on India and subsequent diffusion of Buddhism
- major achievements of Indian civilizations

### 3.3.2 Chinese Civilization - Describe the development of Chinese civilization, including

- the role of geography
- the rise and fall of the Zhou, Qin, and Han dynasties
- the development and impact of the Mandate of Heaven, Confucianism, Daoism, and Legalism on Chinese culture and the subsequent diffusion of these ideologies to Southeast Asia, Japan, and Korea
- the major achievements of Chinese civilizations

### 3.3.3 Mediterranean Civilizations - Describe the development of Mediterranean civilizations, including

- the role of geography
- the origins and structures of the Greek polis, the Roman Republic, and the Roman Empire
- the ideas and enduring impact of major philosophers, political, and military leaders
- the contributions and diffusion of Phoenician, Greek, and Roman cultures
- the impact of Greek and Roman religions
- the growth and diffusion of monotheistic religions including Judaism and Christianity

### 3.3.4 African Kingdoms - Describe the development of ancient African civilizations, including

- the the role of geography
- the rise and fall of Nubia/Kush and Aksum
- religious and cultural developments

### 3.3.5 Southwest and Central Asian Civilizations - Describe the development of Southwest and Central Asian civilizations, including

- the role of geography
- the rise and fall of the Assyrian and Persian Empires
- religious and cultural developments

### 3.3.6 Mesoamerican Civilizations - Describe the development of Mesoamerican civilizations, including

- the role of geography
- origins and structures of the Olmec and early Mayan civilizations
- religious and cultural developments

### 3.3.7 World Religions - Using examples from documents and artifacts, compare and contrast the characteristics of major world religions.

- Hinduism
- Judaism
- Confucianism
- Buddhism
- Christianity
- Islam

# WORLD HISTORY AND GEOGRAPHY (CONT.)

## WHG ERA 4 – GROWING REGIONAL INSTABILITY AND EXPANDING REGIONS OF EXCHANGE AND ENCOUNTER, 300-1000 C.E./A.D.

### 4.1 Cross-temporal or Global Expectations

Analyze the causes and consequences of the rise and growth of Islamic civilization during this era.

- 4.1.1 **Crisis in the Classical World - Analyze and compare the causes and political, economic, social, religious, and geographic consequences of the collapse of Han China, Western Roman Empire, and Gupta empires.**
- 4.1.2 **Continuing Spread of World Religions - Compare how the world religions of Islam, Christianity, and Buddhism interacted with and gained converts among culturally diverse peoples; compare how they responded to the challenges offered by contact with different faiths.**
- 4.1.3 **Trade Networks and Contacts - Analyze the major shifts in inter-regional trade in all directions, identifying changes to the Silk Roads and the growth in trans-Saharan and Indian Ocean trade. Explain how specialization, interdependence, and economic development both within and between empires/civilizations shaped global trade.**

### 4.2 Inter-regional or Comparative Expectations

Explain the similarities and differences among the imperial crises and the consequences of the ultimate collapse of Han China, Western Rome, and Gupta empires.

- 4.2.1 **Growth of Islam and Dar al Islam [An abode, country, territory, or land where Islamic sovereignty prevails] - Identify and explain the expansion of Islam and the creation of the Islamic Empire.**
  - Use historical and modern maps to locate and describe the empire.
  - Analyze Muslim success in founding and ruling an empire stretching from Western Europe to South and Central Asia and describe the artistic, scientific, technological, and economic features of Muslim society.
  - Describe the diverse religious traditions of Islam — Sunni, Sufi, Shi'i/Shiite.
  - Discuss the role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia.
  - Define and discuss the caliphate as both a religious and political institution.

### 4.3 Regional Content Expectations

Analyze how the peoples of Eastern and Western Europe modified their economic, political, social, and religious institutions during this period and discuss the impacts of these changes. Explain the rise and fall of the civilizations in Mesoamerica including analyzing the role of geography.

- 4.3.1 **Restructuring of the Eastern European System - Analyze the restructuring of Eastern European economic, social, religious and political institutions, including the growth of the Byzantine Empire and the influence of Orthodox Christianity.**
- 4.3.2 **Restructuring of the Western European System - Analyze the restructuring of Western European economic, social, religious, and political institutions, including**
  - the rise of feudal and manorial systems
  - the role of Roman Catholic Church (including the growth of papal power with its changing relationships with secular rulers of Europe)
- 4.3.3 **Civilizations of the Americas - Describe the rise and fall of Mayan Civilization in Mesoamerica, including**
  - the role of geography
  - religious and cultural developments

# WORLD HISTORY AND GEOGRAPHY (CONT.)

## FOUNDATIONAL ISSUES IN WORLD HISTORY AND GEOGRAPHY

To set the stage for the study of World History that begins around the year 1000 C.E./A.D., students should be able to:

**World Historical and Geography “Habits of Mind” and Central Concepts:** Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional).

**Significant Turning Points in World History and Geography to 1000 C.E./A.D.:** Describe significant turning points in world history, including turning points in economic production (such as the Agricultural Revolution), technology, (such as metallurgy), changes in population patterns, and changes in interregional interactions (such as land and maritime trade routes, and cultural diffusions).

**Political Transformations to 1000 C.E./A.D.:** Explain the development, continuity, and changes in political structures from the beginnings of human history through 1000 by comparing basic features of pastoral (nomadic) societies, early civilizations, classical civilizations, empires, and kingdoms in various regions of the world.

**Growth and Development of World Religions to 1000 C.E./A.D.:** Describe major cultural and social changes in and among regions of the world by identifying and describing major world religions and the geographic locations of world religions by the year 1000.

**Regional Variations circa 1000 C.E./A.D.:** Use geography and political, economic, religious and social systems to describe regional variations between Europe, Sub-Saharan Africa, Dar al Islam, India, China, and the Americas around the year 1000 C.E./A.D.

## WHG ERA 5 – INTENSIFIED HEMISPHERIC INTERACTIONS, 1000-1500 C.E./A.D.

### 5.1 Cross-temporal or Global Expectations

Analyze important hemispheric interactions and temporal developments during an era of Chinese and Mongol power and religious expansion.

#### 5.1.1 World Religions - Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including

- Islam and Christianity (Roman Catholic and Orthodox) around increased trade and the Crusades
- Islam and Hinduism in South Asia
- continuing tensions between Catholic and Orthodox Christianity

### 5.2 Inter-regional or Comparative Expectations

Analyze important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of Chinese and Mongol power and religious expansion.

#### 5.2.1 Inter-regional Trade - Use historical and modern maps to locate and explain the growing importance of inter-regional trading systems of this era including land-based routes across the Sahara, Eurasia and Europe, and water routes across Indian Ocean, Persian Gulf, Red and Mediterranean Seas, and compare to trade patterns in previous eras.

#### 5.2.2 Unification of Eurasia under the Mongols - Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world).

## WORLD HISTORY AND GEOGRAPHY (CONT.)

- 5.2.3 The Plague - Using historical and modern maps and other evidence, explain the causes and spread of the Bubonic Plague and analyze the demographic, economic, social, and political consequences of this pandemic in Eurasia and North Africa.**

### 5.3 Regional Expectations

Analyze important regional developments including the growth of states, towns, and trade. Describe significant changes in culture in Sub-Saharan Africa through 1500 C.E./A.D.; the redefinition of European society and culture through 1500; expansions of states and civilizations in the Americas; developments in Russian civilization; and internal and external challenges to and responses of Chinese dynasties.

**5.3.1 Europe to 1500 - Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including**

- the political impact of Christianity and the role of the church in European medieval society
- how agricultural innovation and increasing trade led to the growth of towns and cities
- the role of the Bubonic Plague, 100 Years War, and the Crusades in the early development of centralized nation-states
- the cultural and social impact of the Renaissance on Western and Northern Europe

**5.3.2 Africa to 1500 - Describe the diverse characteristics of early African societies and the significant changes in African society.**

- Compare and contrast at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of geography, and economic, religious, political, and social structures.
- Use historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language.
- Analyze the African trading networks by examining trans-Saharan trade in gold and salt and connect these to inter-regional patterns of trade.
- Analyze the development of an organized slave trade within and beyond Africa.
- Analyze the growing influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity.

**5.3.3 China to 1500 - Explain how China under the Song, Yuan, and Ming dynasties met the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity and technological innovation.**

**5.3.4 Russia to 1500 - Use historical and modern maps and other sources to describe the development in Russian civilization.**

- Analyze the role of geography in Russia's development, including its unique location relative to Europe and Asia.
- Describe the influence of the Byzantine and Mongol empires on early Russian history and the resultant cultural synthesis that occurred.
- Define the political and cultural role of Orthodox Christianity in Russian life, including its impact upon written language.

**5.3.5 Dar al Islam to 1500 - Use historical and modern maps to explain the continuing expansion of the Islamic culture (as discussed in Era 4) and territory and subsequent conflicts resulting from this expansion.**

**5.3.6 The Americas - Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of three American Indian civilizations and societies including Aztec, Inca, and Anasazi.**

# WORLD HISTORY AND GEOGRAPHY (CONT.)

## WHG ERA 6 – THE EMERGENCE OF THE FIRST GLOBAL AGE, 15TH TO 18TH CENTURIES

### 6.1 Cross-temporal or Global Expectations

Analyze the global impact and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century, including the emerging global system of trade and power, the development and impact of the Atlantic Trade system, and European exploration and conquest.

- 6.1.1 Emerging Global System - Using historical and modern maps and other data, compare and contrast the changing system of global trade and political power emerging during this era with that of the previous era (e.g., compare changes in global system of trade, migration, and political power of different land and maritime regions).**
- 6.1.2 World Religions - Using historical and modern maps, describe major territorial transformations of world religions from 700-1700. (Note: This expectation continues expectations from previous two eras).**

### 6.2 Inter-regional or Comparative Expectations

Evaluate regional transformations in Asian, American, African and European societies in an era of European expansion.

- 6.2.1 Trans-African and Trans-Atlantic Slave Systems - Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era.**
  - Use historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage.
  - Compare and contrast the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor).
- 6.2.2 European Exploration/Conquest and Columbian Exchange - Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and the Columbian Exchange in the late 15th and 16th centuries.**
  - Describe the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries.
  - Explain how forced and free migrations of peoples and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies.

### 6.3 Regional Content Expectations

Analyze the major causes and consequences of major changes in the Ottoman empire during this era.

- 6.3.1 Ottoman Empire to 1800 - Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire.**
  - Use historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction.
  - Analyze the impact of the Ottoman Empire on Southwest Asia, North Africa, and Eastern Europe.
  - Account for the rise and decline in strength of the Ottomans between the conquest of Constantinople and the Siege of Vienna.

## WORLD HISTORY AND GEOGRAPHY (CONT.)

- 6.3.2 East Asia - Analyze the major political, religious, economic, and cultural transformations in East Asia.**
- China through the 18th century: Analyze the major reasons for the continuity of Chinese society under the Ming and Qing dynasties and describe the role of kinship, Confucianism, dynastic political order, civil service, and Chinese oceanic exploration.
  - Japan through the 18th century: Analyze the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society.
- 6.3.3 South Asia/India through the 18th century - Analyze the political, religious, cultural, and economic transformation in India and South Asia through foreign influence including the Mughal Empire and the beginnings of European contact.**
- 6.3.4 Russia through 18th century - Analyze the major political, religious, economic, and cultural transformations in Russia including Russian imperial expansion and top-down westernization/modernization.**
- 6.3.5 Europe through 18th century - Analyze the major political, religious, economic, and cultural transformations in Europe.**
- Exploration/Conquest: Explain the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas.
  - Political Transformation: Analyze transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states (including absolutism).
  - Cultural Transformation: Analyze how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society.
  - Economic Transformation: Analyze the transformation of the European economies including mercantilism, capitalism, and wage labor.
- 6.3.6 The Americas through 18th century - Analyze the social, cultural, economic, and political transformation in the Americas, including the near-elimination of great American Indian civilizations and peoples.**

## WHG ERA 7 – AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914

### 7.1 Global or Cross-temporal Expectations

*Evaluate the causes, characteristics, and consequences of revolutions in ideas, and political and economic structures, including democratic, nationalist, commercial, and industrial revolutions. Analyze the transformation of Eurasian societies in an era of increasing global trade and consolidations of power.*

- 7.1.1 Global Revolutions - Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce.**
- 7.1.2 World-wide Migrations and Population Changes - Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends.**

# WORLD HISTORY AND GEOGRAPHY (CONT.)

## **7.1.3 Increasing Global Interconnections - Describe increasing global interconnections between societies, including the spread of ideas, innovations, and commodities.**

- Political and Economic Ideas: Define and describe the spread of ideas, including constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization.
- Innovations and Commodities: Describe the global spread of major innovations, technologies, and commodities via new global networks.

## **7.1.4 Cross-temporal Comparison - Analyze emerging economic systems (industrialism) and political systems (democracy) with economic and political systems of the previous era (absolutism and agriculture).**

## **7.1.5 Historical Interpretation - Describe Europe's rise towards global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the self-isolation of China and Japan).**

## **7.2 Inter-regionalism or Comparative Expectations**

*Analyze and compare the patterns for nationalism, state-building, and social reform in Europe and in other regions of the world. Analyze and compare the global and regional causes and consequences of imperialism.*

### **7.2.1 Political Democratic Revolutions - Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Latin American, or Chinese Revolutions)**

### **7.2.2 Growth of Nationalism and Nation-states - Compare and contrast the rise of the nation-states in a western context (e.g., Germany Italy) and non-western context (e.g., Meiji Japan).**

### **7.2.3 Industrialization - Analyze the origins, characteristics and consequences of industrialization across the world.**

- Compare and contrast the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France.
- Describe the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements.
- Describe the environmental impacts of industrialization and urbanization on various people, places, and cultures.

### **7.2.4 Imperialism - Analyze the political, economic, and social causes and consequences of imperialism.**

- Use historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including the partition of Africa by European imperialists, and impact of European and Japanese imperialism in India, Central Asia, and East Asia.
- Describe the connection between imperialism and racism, including the social construction of race.
- Describe imperialism in Africa and Asia by comparing British policies in South Africa, French polices in Indochina, and Japanese policies in Asia.

# WORLD HISTORY AND GEOGRAPHY (CONT.)

## 7.3 Regional Content Expectations

Analyze the political, economic, and social transformations in Europe, Japan, China, and Africa.

### 7.3.1 Europe - Analyze the economic, political, and social transformations in Europe.

- Analyze and explain Europe's changing industrial and commercial relationship with South and East Asia, Africa, the Caribbean and Pacific Islands.
- Explain how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, social relations, education, marriage, family life, and the legal and political position of women.
- Use historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods changed the geography of Europe.

### 7.3.2 East Asia - Analyze the political, economic, and social transformations in East Asia.

- Japan: Explain key events in the modernization of Japan (Meiji emperor) and the impact of the Russo-Japanese War.
- China: Describe key events in the decline and end of Qin China, including the Opium Wars and the Taiping and Boxer Rebellions.

### 7.3.3 Africa - Analyze the political, economic, and social transformations in Africa.

## WHG ERA 8 – GLOBAL CRISIS AND ACHIEVEMENT, 1900-1945

### 8.1 Global or Cross-temporal Expectations

Analyze the transformations in state power within and between societies, including rise of Fascist and Totalitarian states, expanding imperialist movements, and struggles to challenge the consolidations of power, including revolutionary movements.

Evaluate the changes in the global balances of military, political, economic, and technological power and influence in the first half of the 20th century.

- 8.1.1 **Increasing Government and Political Power** - Using examples, examine the expanding role of state power in managing economies, transportation systems, technologies, and other social environments, including the daily lives of their citizens.
- 8.1.2 **Comparative Power** - Use historical and modern maps and other sources to analyze and explain the changes in global of the balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States).
- 8.1.3 **Twentieth Century Genocide** - Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese.
- 8.1.4 **Global Technology** - Describe significant technological innovations and scientific breakthroughs, and analyze how they both benefited and imperiled humanity.
- 8.1.5 **Total War** - Compare and contrast modern warfare and its resolution with warfare in the previous era; include analysis of the role of technology and civilians.

# WORLD HISTORY AND GEOGRAPHY (CONT.)

## 8.2 Inter-regional or Comparative Expectations

Assess the causes and consequences of the global and total wars during this era. Evaluate the growth and impact of innovations in science, technology, ideas, and ideologies.

### 8.2.1 World War I - Analyze the causes, course, and long-term consequences of World War I.

- Analyze the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism.
- Explain the major decisions made in the Versailles Treaty and analyze its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe.

### 8.2.2 Inter-war Period - Identify the major political, economic, intellectual, and cultural transformations that shaped world societies between World War I and World War II.

- Examine the causes and consequences of the economic depression on different regions, nations, and the globe.
- Describe and explain the rise of fascism in Europe and Asia.
- Compare and contrast the rise of nationalism in China, Turkey, and India.

### 8.2.3 World War II - Analyze the causes, course, and global consequences of World War II.

- Explain the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria & Sudetenland).
- Explain the Nazi ideology, policies, and consequences of the Holocaust.
- Explain the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States and the spatial and political impact on the nations of Eastern Europe and the world.
- Explain allied Post-World War II policies such as formation of the United Nations and the Marshall Plan for Europe.
- Analyze the end of WW II as the dawn of the atomic age and the beginning of a bi-polar world.

### 8.2.4 Revolutionary Movements - Compare two revolutionary movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era.

### 8.2.5 Regional Impact of Industrialism, Imperialism and War - Analyze the impact of World War II in Europe and in Japan, including devastation, effect on the population, and changes in government.

## 8.3 Regional Content Expectations

Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.

### 8.3.1 Russian Revolution - Determine the causes and results of the Russian Revolution and the rise of Bolsheviks under Lenin to Stalin's first Five Year Plan, collectivization of agriculture, and military purges.

### 8.3.2 Europe and Rise of Fascism and Totalitarian States - Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras.

### 8.3.3 Asia - Analyze the political, economic, and social transformations that occurred in this era, including

- Japanese imperialism
- Chinese nationalism and Civil War
- Indian independence struggle

## WORLD HISTORY AND GEOGRAPHY (CONT.)

### 8.3.4 Americas - Analyze the political, economic and social transformations that occurred in this era, including

- Dollar Diplomacy/Economic Imperialism
- foreign military intervention and political revolutions
- nationalization of foreign investments

### 8.3.5 Middle East/Arab World - Analyze the political, economic, and social transformations that occurred in this era, including

- the rise of Arab nationalism
- the role of the Mandate system
- the discovery of petroleum resources

## WHG ERA 9 – THE 20TH CENTURY SINCE 1945: GLOBAL PROMISES AND PARADOXES

### 9.1 Global or Cross-temporal Expectations

*Analyze the reconfigurations and restructuring of political and economic relationships in the Post-World War II era including the Cold War, and the relative changes in political, economic, and military power during this era.*

*Evaluate the impact of science and technology, global economic, and environmental issues on the interdependence among peoples of the world.*

#### 9.1.1 Reconfiguration and Restructuring the Postwar World - Explain the changing configuration of political boundaries in the world since 1945, including changes generated by the Cold War, the growth of nationalist sovereign states, and the fall of the Soviet Union.

#### 9.1.2 Global Cold War - Analyze the political, military, technological, and intellectual causes, consequences, and major events of the Cold War.

- Explain why global power shifts took place and the Cold War broke out in the aftermath of World War II.
- Trace major developments in the Cold War and develop an argument for why it ended and its significance as a 20th-century event.
- Describe the defining characteristics of the Cold War in Europe, Asia, Southwest Asia/Middle East, and Latin America.

#### 9.1.3 Demographic Changes - Compare causes, consequences, and major patterns of international migrations in the late 20th century with world population movements of the 19th century and the first half of the 20th. Explain how population explosion and environmental change have altered conditions of life around the world.

#### 9.1.4 Universal Human Rights and Inequalities - Analyze the post-WWII spread of democracies and continuing economic/social inequalities.

- Assess the degree to which both human rights and democratic practices have been advanced in the world during the 20th century.
- Analyze causes of economic imbalances and social inequalities among the world's peoples and assess efforts made to close these gaps.
- Ethnic Cleansing and Genocide: Compare the causes and consequences of late 20th century genocides or mass exterminations to early 20th century examples (e.g., Rwandan, Cambodian, Ukranian, and Armenian Holocaust).

#### 9.1.5 Post-Cold War Power - Analyze the causes and consequences of the world's shift from bipolar to multipolar centers of economic, political, and military power.

# WORLD HISTORY AND GEOGRAPHY (CONT.)

**9.1.6 Trends in Global Interdependence - Analyze impact of science and technology, global economic development, and global environmental and security issues on the continuing interdependence among people of the world; provide specific examples.**

**9.1.7 Historical Interpretation - Using specific examples, analyze the relationship between the globalizing trends in the economy, technology, and culture and the dynamic assertions of traditional culture, identity, and distinctiveness.**

## **9.2 Inter-regional or Comparative Expectations**

*Compare and contrast the independence and decolonization movements of this era.*

**9.2.1 Decolonization and Independence Movements - Compare the independence movements and formation of new nations in India, Africa, the Middle East, Southeast Asia and explain how the relationships between former colonial peoples changed with the western colonizers.**

## **9.3 Regional Content Expectations**

*Assess the regional struggles for and against democracy in South Africa, Latin America, Central and Eastern Europe, China, and Russia.*

**9.3.1 Regional Political Struggles for Democracy - Analyze the struggles for and against growth of democracy in**

- South Africa
- Latin America
- Central and Eastern Europe
- China
- Russia (former Soviet Union)

**9.3.2 Middle East - Analyze the conflicts in the Middle East and explain the nature of the continuing conflict.**

# Michigan High School Social Studies

## U.S. HISTORY AND GEOGRAPHY

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# U.S. HISTORY AND GEOGRAPHY

## UNITED STATES HISTORY AND GEOGRAPHY

The disciplined study of history and geography is vital and essential for citizens in a democracy such as the United States. History and geography help us understand the origins, development, growth, and challenges of our institutions and our culture. These disciplines help to locate ourselves in both time and space and think about who we are and about our possible futures. The study of history and geography of the United States prepares us to take up the challenges of life in a democracy by building an understanding of the common and diverse strands that formed and continue to shape our present life and developing the habits of mind essential for democratic citizenship.

While knowledge of specific names, places, dates, and facts is essential for historical and geographical study, high quality teaching of these disciplines demands a great deal more than just the mastery of discrete collections of facts. Unfortunately, standards and content expectations with their focus on discrete lists of objectives often obscure the thinking necessary to study history and geography. We use the words “disciplined study” or more appropriately “disciplined inquiry” to capture the essential way that students must approach history and geography. The study of history and geography involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study.<sup>1</sup> It entails learning how to read, write, and use history and geography to understand and participate in the world around us. This calls upon students to frame important historical and geographic problems and questions concerning cause and effect, continuity and change, place and time; to locate and analyze appropriate evidence and data; and to determine significance in building reasoned and evidenced-based interpretations, arguments, or decisions. In short, historical and geographic inquiry provides Michigan students with the kind of reasoned and informed decision making that should characterize each citizen’s participation in our American democracy.

Scholarship and research in history and geography has focused on:

1. Change and Continuity in American Democracy
2. The Interactions of Peoples, Cultures, and Ideas
3. Economic, Technological, and Environmental Changes in America
4. America’s Changing Role in the World
5. How the Geographic Character of the United State Influenced the Development of American Culture, Economy, and Politics.

National and state education standards including NAEP have mirrored these foci while requiring students to use the methods, tools, and concepts of the disciplines of history and geography in studying the United States. The content expectations have divided U.S. history into nine, overlapping chronological periods:

- Beginnings to 1620
- Colonization and Settlement, 1585-1763
- Revolution and the New Nation, 1754-1800
- Expansion and Reform, 1792-1861
- Civil War and Reconstruction, 1850-1877
- The Development of an Industrial, Urban, and Global United States, 1870-1930
- The Great Depression and World War II, 1920-1945
- Postwar United States, 1945-1989
- United States to the Present, 1980-present

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<sup>1</sup> Linda S. Levstik and Kieth C. Barton, *Doing History: Investigating with Children in Elementary and Middle Schools* (Mahwah, NJ: Lawrence Erlbaum, 2000):13.

As Michigan students study U.S. history and geography, they will learn about the American experience over time and space. They will encounter powerful and sometimes conflicting ideas, learn compelling stories of people and events, investigate our diverse and common traditions, and work to understand the complex interactions among various political, economic, religious, technological, geographic and intellectual forces that have influenced and continue to influence America and Americans. Studying history and geography connects people and events across time and space, illuminating the range and depth of human experience on grand and more local scales. It involves an analytical study of the nation's political ideals and core democratic values, investigating the times and places where we achieved those ideals, or times and places where people or events challenged, violated, or expanded those ideals.

We should harbor no illusions about the challenges awaiting teachers and students engaged in such history instruction. Teaching the stories of the past while also teaching students how to read, critically analyze, and evaluate these stories is hard work. Historical and geographic literacy demands that students learn to evaluate arguments and decide which positions, given the evidence, are more or less plausible, better or worse. While learning about the facts, events, and significant developments in U.S. history, historical and geographic study asks students to consider what they know, how they know it, and how confidently or tentatively they are “entitled” to hold their views.

Beyond recognizing the challenges for teachers and students, it is equally important to remember the pleasures that such historical study can provide both teachers and students. Through history and geography, teachers can fill the class with enduring human dramas and dilemmas, grand successes and equally grand tragedies, fascinating mysteries, and an amazing cast of historical characters involved in events that exemplify the best and worst of human experience. In what other field of study can students experience such a range of possibilities and get to know so many people and places?

We hope that this brief description reveals why the study of history and geography is so crucial and, therefore, worth our efforts. “History,” historian Peter Stearns has written, “should be studied because it is essential to individuals and to society, and because it harbors beauty.” As scholar of history education Peter Lee has observed, “The great value of history education rests in helping students engage in a rational investigation of the past; since we cannot escape the past we had better seek the best knowledge of it we can get.” A disciplined study of history and geography promotes exactly the type of reasoned thought our students deserve and democratic societies so desperately need.

# U.S. History and Geography Content Expectations

## History Themes

- 1 Change and Continuity in American Democracy
- 2 The Gathering and Interactions of Peoples, Cultures, and Ideas
- 3 Economic and Technological Changes and Their Relationship to Society, Cultures, and Ideas, and the Environment
- 4 The Changing Role of America in the World

## Geography Themes

- 1 Space and Place
- 2 Environment and Society
- 3 Spatial Dynamics and Connections
- 4 U.S./Global Issues and Events

### Era 1 (Grade 5) Beginnings to 1620

- American Indian Life in the Americas
- American Fundamental Values and Principles
- Three World Interactions

### Era 2 (Grade 5) Colonization and Settlement (1585 – 1763)

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

### Era 3 (Grades 5 & 8) Revolution and the New Nation (1754 – 1800)

- Causes of the American Revolution
- The American Revolution and Its Consequences
- Creating New Government(s) and a New Constitution

### Era 4 (Grade 8) Expansion and Reform (1792 – 1861)

- Political, Economic, and Regional Growth
- Regional and Economic Growth
- Reform Movements

### Era 5 (Grade 8) Civil War and Reconstruction (1850 – 1877)

- Abolition and Anti-Slavery
- Civil War
- Reconstruction

### Era 6 Development of Industrial, Urban, and Global United States (1870 – 1930)

- Growth of an Industrial and Urban America
- Becoming a World Power
- Progressivism and Reform

### Era 7 Great Depression and World War II (1920 – 1945)

- Growing Crisis of Industrial Capitalism and Responses
- World War II

### Era 8 Post-War United States (1945 – 1989)

- Cold War and the United States
- Domestic Changes and Policies
- Civil Rights in the Post WWII Era

### Era 9 United States to the Present (1980 –)

- Changes in Domestic America
- Policy Continuity and Change
- Changes in America's Role in the World

## U.S. History and Geography Content Expectations

### Disciplinary Knowledge

- U1 Historical and Geographical Knowledge and Perspective
- U2 Historical and Geographical Analysis and Interpretation
- U3 Thematic Analysis of U.S. History Eras 6 - 9

## **GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS**

- K1 General Knowledge
- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Citizen Involvement

## **UNITED STATES HISTORY AND GEOGRAPHY ERAS 6 - 9 ADDRESSED IN USHG HSCE**

### **Foundational Issues in USHG – ERAS 1 - 5**

- F1 Geographic, Economic, and Demographic Transformations of America (to 1877)
- F2 Political, Intellectual, and Social Transformations of America (to 1877)

### **USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870 -1930)**

- 6.1 Growth of an Industrial and Urban America
- 6.2 Becoming a World Power
- 6.3 Progressivism and Reform

### **USHG ERA 7– THE GREAT DEPRESSION AND WORLD WAR II (1920 -1945)**

- 7.1 Growing Crisis of Industrial Capitalism and Responses
- 7.2 World War II

### **USHG ERA 8 – POSTWAR UNITED STATES (1945-1989)**

- 8.1 Cold War and the United States
- 8.2 Domestic Changes and Policies
- 8.3 Civil Rights in the Post WWII Era

### **USHG ERA 9 – UNITED STATES TO THE PRESENT (1980-PRESENT)**

- 9.1 Changes in Domestic America
- 9.2 Policy Continuity and Change
- 9.3 Changes in America’s Role in the World

## **General Social Studies Knowledge, Processes, and Skills**

### **KI General Knowledge**— embedded in USHG standards and expectations

- KI.1 Know the defining characteristics of the disciplines of history and geography.
- KI.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.
- KI.3 Understand and analyze chronological and spatial relationships and patterns.
- KI.4 Understand historical and spatial perspectives.
- KI.5 Understand the diversity of human beings and human cultures.
- KI.6 Analyze events and circumstances from diverse perspectives.
- KI.7 Understand social problems, social structure, institutions, class, groups, and interaction.
- KI.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- KI.9 Integrate concepts from at least two different social studies disciplines.
- KI.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

### **Social Studies Procedures and Skills** – embedded in USHG standards and expectations

#### **PI Reading and Communication** – read and communicate effectively.

- PI.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- PI.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- PI.3 Understand that diversity of interpretation arises from frame of reference.
- PI.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- PI.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

#### **P2 Inquiry, Research, and Analysis** – 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.

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- 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.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

#### **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.

### **Disciplinary Knowledge** – embedded in USHG standards and expectations

#### **U.1 Historical and Geographical Knowledge and Perspective**

- U1.1 Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements.
- U1.2 Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

#### **U.2 Historical and Geographical Analysis and Interpretation**

- U2.1 Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

#### **U.3 Thematic Analysis of World History Eras**

## **FOUNDATIONAL ISSUES IN U.S. HISTORY AND GEOGRAPHY: ERAS 1-5**

### **Foundational Expectation 1: Geographic, Economic, and Demographic Transformations of America (to 1877)**

To set the stage for the study of the U.S. history that begins after Reconstruction, students should be able to draw upon an understanding of the growth and settlement patterns from pre-Columbian times through 1877, and should be able to discuss the similarities and differences among the various regions of the United States focusing upon geographic, economic (including agricultural and industrial development), demographic (including changes in urban and rural landscape, immigration and migrations), and social changes (including ethnic, religious, and racial relationships), and explain how these influenced American life.

### **Foundational Expectation 2: Political, Intellectual, and Social Transformations of America (to 1877)**

To set the stage for the study of the U.S. history that begins after Reconstruction, students should be able to draw upon an understanding of major political, intellectual, and social changes and accomplishments of American society by analyzing the way that American society defined and moved toward and/or away from its core ideals as reflected in the Declaration of Independence, the U.S. Constitution (including the Preamble), Bill of Rights, the Gettysburg Address, and 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments.

Using the American Revolution and the Civil War as touchstones, students will develop an argument/narrative about the changing character of American political society by discussing the birth and subsequent developments of republican government over time, changes in suffrage (rights to vote), the development of political parties, competing views of the roles and responsibilities of governments (federal, state, and local), and America's role in the world. Over this time period, students will also explain the changes or continuity in race and ethnic relations (conflict and cooperation), role of women, and conditions of labor.

# U.S. HISTORY AND GEOGRAPHY

## USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

### 6.1 Growth of an Industrial and Urban America

*Explain the various causes and consequences – both positive and negative – of the Industrial Revolution and America’s growth from a more agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.*

- 6.1.1 Causes of Industrial Revolution - Analyze economic, political, social, and geographic factors by which the United States became a major industrial power in the world, including gains from trade, the organizational “revolution,” and the advantages of physical geography.**
- 6.1.2 Transformation of Cities - Evaluate the changing landscape, including the location of urban centers, growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.**
- 6.1.3 Corporations and Labor - Assess the economic and political policies of industrial and labor leaders (including, but not limited to, Henry Ford, Andrew Carnegie, Samuel Gompers, John D. Rockefeller) and the rise of corporations and labor organizations (including, but not limited to, Standard Oil Trust, Knights of Labor, and the American Federation of Labor).**
- 6.1.4 Technology and Automobiles in America - Investigate the ways life was changing on the farm and in the city in the United States and in Michigan due to technological development, with specific emphasis on the impact of the automobile industry.**
- 6.1.5 Responses of Farmers, Miners, Cowboys, and Populism - Using narratives, maps, and graphic data (e.g., Preamble to the Platform of the Populist Party 1892, Bryan’s Cross of Gold), explain the role of farmers, miners, and cowboys in American life and national mythology, and explain the economic and political responses of rural Americans to industrial/urban changes, including populism and the Grange.**
- 6.1.6 Immigration and Immigrants - Using a variety of evidence (maps, census data, graphs, and tables) and evaluating competing perspectives, analyze the impact that immigration and immigrants had upon the United States and the way diverse communities and institutions responded to immigration, including, but not limited to, the tensions that arose among and within groups as well as different perspectives about immigrant experiences in the urban setting.**
- 6.1.7 Perspectives on Industrialism and Urbanization - Using maps, data, visuals, and documentary evidence, evaluate at least two competing perspectives on industrial and urban development.**
- 6.1.8 Subjugation of the American Indians West of the Mississippi - Describe American foreign policy toward the American Indians west of the Mississippi and development of the reservation system, boarding schools, and the limitations and advantages of the natural environments for the success of American Indians on the reservations.**

# U.S. HISTORY AND GEOGRAPHY (CONT.)

## 6.2 Becoming a World Power

*Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.*

- 6.2.1 New Territories - Locate on a world map the territories acquired by the United States during its emergence as an imperial power in the world between 1890 and 1914, explain how and why these territories were acquired, and the short- and long-term cultural and economic consequences for the U.S. and for the territory acquired (immigration, commonwealth status, defense).**
- 6.2.2 Growth of U.S. Global Power - Analyze the role the Spanish American War, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy.**
- 6.2.3 Impact of WWI - Analyze the impact World War I had on American foreign and domestic policy including world demand for agricultural products, U.S. agricultural economy, and changes in land use on the Great Plains.**
- 6.2.4 Wilson and His Opponents - Explain how Wilson's "Fourteen Points" proposal differed from proposals by others (including French and British leaders who supported a treaty to conclude World War I; and domestic opponents, such as Senator Henry Cabot Lodge) in the debate over ratification of the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe.**

## 6.3 Progressivism and Reform

*Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative - anticipated/unanticipated) including, but not limited to, the following:*

- 6.3.1 Social Issues - Using documentary evidence, including graphic and visual data (e.g., photos by Jacob Riis), describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban poverty and blight, child labor, political corruption, public health, poor working conditions, monopolies, inequality).**
- 6.3.2 Urban Processes - Use historical and modern maps and other resources to analyze the spatial changes in the urban landscape and city size that resulted from rural to urban migration, immigration, and the economic and political functions/importance of cities (such as New York, Detroit, Chicago, Philadelphia, St. Louis, Seattle).**
- 6.3.3 Population Change: Use census data by state beginning in 1860 to draw and analyze decennial population maps of the United States; indicate changes that occurred in distribution, pattern, and density during the period to 1930; and speculate on the consequences for future population change in the United States based on the patterns observed.**

## U.S. HISTORY AND GEOGRAPHY (CONT.)

### **6.3.4 Progressive Responses - Using documentary evidence, analyze the major accomplishments or shortcomings of progressive leaders or progressive organizations in meeting the problems or issues generated by America's industrial and urban transformation between 1895 and 1930, particularly those problems identified in 6.3.1. Analyze**

- major changes in the Constitution (including 16th, 17th, 18th, and 19th (women's right to vote) Amendments and the Snyder Act.)
- new regulatory legislation (e.g., Pure Food and Drug Act, Clayton and Sherman Anti-Trust Acts)
- key Supreme Court Decisions (e.g., Northern Securities v. U.S., Lochner v. New York, Muller v. Oregon, Schenck v. U.S., Abrams v. Jones)
- the growth of reform organizations (e.g., Women's Christian Temperance Union, Niagara Movement, and the National Association for the Advancement of Colored People (NAACP))
- the role of reformers (e.g., Ida Tarbell, Lincoln Steffens, Eugene Debs, Carrie Chapman Catt, Upton Sinclair, Jane Addams, Booker T. Washington, W.E.B. DuBois, Robert LaFollette, William Jennings Bryan, Theodore Roosevelt, William Howard Taft, Woodrow Wilson)
- environmental resources, issues, tensions, and conflicts as presented in the writings of Henry David Thoreau, Willa Cather, John Muir, John Wesley Powell, and Aldo Leopold and compare to present positions regarding the human environment relationships in the United States
- the post-Civil Rights struggles of African Americans, women, and immigrants

### **6.3.5 Prohibition's Story - Weigh the political, economic, and cultural impacts of the passage of the Eighteenth Amendment that eventually resulted in its repeal with the Twenty-first Amendment.**

- Use historical and modern maps to compare and contrast the patterns of movement for illegal substances during Prohibition with contemporary movement of illegal substances.

### **6.3.6 Expanding Democracy - Using values originating in America's democratic tradition (e.g., those found in the Declaration of Independence, Preamble, Constitution, Gettysburg Address), analyze the impact upon democracy of progressive ideas and movements such as women's suffrage, organized labor, ban on child labor, temperance, prohibition, socialism, square deal, and new nationalism.**

# U.S. HISTORY AND GEOGRAPHY (CONT.)

## USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)

### 7.1 Growing Crisis of Industrial Capitalism and Responses

*Use maps, data, and other evidence to evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II. Use geography to analyze the past, interpret the present, and plan for the future.*

- 7.1.1 Increasing Tensions in American Society - Using core democratic values, analyze how the struggle between “traditional” and “modern” America manifested itself in the major historical trends and events after World War I and throughout the 1920s, (e.g., the Red Scare, racial and ethnic tensions, Prohibition, the Scopes Trial) including significant events and people (e.g., National Origins Act (1924), Harlem Renaissance, William Jennings Bryan, Father Coughlin, Henry Ford, Langston Hughes, Countee Cullen, John L. Lewis, Huey Long, Mary McLeod Bethune).**
- Analyze the perception that the United States had unlimited natural resources that would build an industrial urban economy.
  - Describe the importance of a transportation system that allowed movement of natural resources and finished products.
  - Analyze the steadily increasing wealth of the country and the effects on the natural environment.
- 7.1.2 Views on Government - Compare and contrast the views of the Republican and Democratic parties during the 1920s and 1930s and explain the differing and changing perspectives about the role of the government in American society held by Presidents Harding, Coolidge, Hoover, and Roosevelt.**
- 7.1.3 Crash and Depression - Analyze the economic and social causes of the Great Depression (including, but not limited to, causes such as fiscal policy, overproduction, under consumption, and speculation), the 1929 crash, the impact of drought and other factors on the creation of the Dust Bowl (e.g., the cycles of precipitation common to the Great Plains, intensive land use, non-scientific agricultural methods).**
- 7.1.4 Consequences of the Depression - Analyze the personal and social toll of the Great Depression (including unemployment, Bonus Army March, environmental and economic conditions that affected migrants and migrations, labor strikes, (GM-Flint strike), and Hoovervilles).**
- 7.1.5 Response to the Great Depression - Identify and analyze major decisions made in response to the Great Depression by the Federal Reserve, Congress, the Supreme Court, and Presidents Herbert Hoover and Franklin Delano Roosevelt.**
- Identify and analyze the impact of social commentators such as Will Rogers, John Steinbeck, and the WPA Federal Writers’ Project.
- 7.1.6 Impact of the New Deal - Analyze the environmental, economic, social, and political effects, controversies, and alternative perspectives surrounding New Deal economic policies and the impact of the changing role of the federal government on American society as evidenced in programs such as Works Progress Administration, Civilian Conservation Corps, Social Security Administration, National Labor Relations Board, Soil Conservation Service, regional development policies, and projects such as the Tennessee Valley Authority, Grand Coulee Dam, and Hoover Dam.**
- 7.1.7 Apply Geography and History to Plan for the Future - Analyze the long-term effects on the Great Plains of the Soil Conservation Service; the long-term effects on most Americans of the Social Security Administration; the unforeseen consequences of dams such as Grand Coulee on the Pacific Northwest Salmon industry; the industrialization of the Tennessee Valley Region resulting from surplus capacity for hydro-electric and thermal-electric power generation.**

# U.S. HISTORY AND GEOGRAPHY (CONT.)

## 7.2 World War II

Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs. Use geography to analyze the past, interpret the present, and plan for the future.

- 7.2.1 Causes of WWII - Use historical and modern maps and other sources to analyze the political, economic, cultural, and territorial factors contributing to World War II in Europe and in the Pacific region and explain the involvement of the United States in the war.**
- 7.2.2 Domestic Impact of WWII - Analyze the social, cultural, and economic changes in American life brought about by the participation in World War II (including internment of the Japanese and *Korematsu v. United States* (1944); the mobilization of economic, military and social resources; the strategic military roles of the Hawaiian and Alaskan Territories; the role of women, Navajo, and African Americans in the war effort; and the sacrifices that people made in order to domestically support the armed forces (rationing, work hours, taxes, delayed gratification for consumer goods)).**
- 7.2.3 Diplomacy and WWII - Use historical and modern maps and other sources to locate where and why wartime conferences were held at particular places, where selected events occurred, and analyze the decisions made relative to their impact on the outcome of the war and their implications in the post-war period: Yalta Conference (1945), Potsdam Conference (1945), atomic bombs used against Japan (1945), founding of the United Nations (1945).**
- 7.2.4 Comparing Systems and Values - Using primary source documents, such as Roosevelt’s “Four Freedoms” speech, and America’s core democratic values, contrast the civic and political values of the United States with those of Nazi Germany, Imperial Japan, and the Soviet Union.**
- 7.2.5 U.S. Military and the War - Use historical and modern maps and sources to locate strategic military targets and identify their importance, describe the course of the war in both theaters and evaluate the role of the U.S. military in fighting the war in Europe and the Pacific, including initial defeats and eventual victories, relative strengths and weaknesses, and role of other powers in conducting the war (e.g., USSR, Great Britain, France, China, and commonwealth/colonial armed forces).**
- 7.2.6 Responses to Genocide - Investigate development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg War Crimes Tribunals, or actions of individuals such as the King of Denmark, Raul Wallenberg, Oscar Schindler, Nicholas Winton, and the Rothschilds).**
- Use historical and modern maps and other sources to locate the sites of concentration and death camps (identifying those that are currently preserved as memorial sites).
  - Describe the location and establishment of the country of Israel in the push-pull aftermath of wartime Europe, the Jewish Diaspora, and the policies of the United States.
- 7.2.7 Apply Geography and History to Plan for the Future - Use historical and modern maps and other sources to locate and identify the countries that were the initial 45 members of the United Nations, describe the main points included in the Charter, and evaluate the role of the United Nations and its Charter in addressing current global issues and events.**

# U.S. HISTORY AND GEOGRAPHY (CONT.)

## USHG ERA 8 - POSTWAR UNITED STATES (1945 - 1989)

### 8.1 Cold War and the United States

*Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States, using key events, people, ideas, and groups. Use geography to analyze the past, interpret the present, and plan for the future.*

- 8.1.1 Origins and Beginnings of Cold War** - Analyze the factors that contributed to the Cold War including different points of view that the USA and USSR held about freedom and equality, and actions by both countries in the last years of and years following World War II (e.g., the use of the Atomic bomb, the Marshall Plan, the Truman Doctrine, the Berlin Airlift, the formation of and countries included in the North American Treaty Alliance (NATO), Point Four Program, and formation of Southeast Asia Treaty Organization (SEATO)).
- 8.1.2 National Security Establishment** - Use modern maps and other sources to locate and describe the global positioning of military deterrents, explain the creation and institutionalization of the U.S. National Security Establishment, and its positive and negative impact using organizations such as Department of Defense, Department of State, intelligence community, and access to intelligence from NATO member countries.
- 8.1.3 Foreign Policy** - Evaluate the American Cold War foreign policy of containment as a response to Soviet policies and its international and domestic impact.
- 8.1.4 Direct and Proxy Confrontations** - Use historical and modern maps and other sources to locate, analyze and evaluate the causes and consequences of both direct and proxy Cold War confrontations between the United States and the Soviet Union in Korea, Germany, the Middle East, Africa, Chile, Granada, Nicaragua, the arms race, and the Vietnam War.
- 8.1.5 Vietnam War** - Explain the causes, course, and consequences of the Vietnam War and evaluate the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon.
- 8.1.6 End of the Cold War** - Use historical and modern maps and other sources to locate and identify the countries and explain the trends and events that led first to détente and then to the fall and political breakup of the Soviet Union, and the replacement of communist regimes of Soviet satellite nations in Europe with democratically elected governments, and the diplomatic policies of President Reagan.
- 8.1.7 U.S. Power in Post-Cold War World** - Use modern maps and other sources to locate the involvement of the United States in regional and national issues and conflicts that range from drug interdiction to warfare, a show of force, and diplomacy, and explain the role that the United States has assumed as the global super-power in the initial decades of the post-Cold War world.

# U.S. HISTORY AND GEOGRAPHY (CONT.)

## 8.2 Domestic Changes and Policies

*Examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in Post-WWII America.*

- 8.2.1 Demographic Changes - Use Geographic Information Systems (GIS) and census of population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Great Migration, the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, effects of geographic regions and their actual and perceived opportunities, and the flow of population to the “Sunbelt.”**
- 8.2.2 Domestic Anticommunism - Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism.**
- 8.2.3 Domestic Policy - Analyze major policy decisions and legislative actions by investigating the factors contributing to the decisions, their impact on the role of government in American life, and possible alternative courses of actions using policies such Taft-Hartley Act (1947), G.I. Bill of Rights (1944), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), Civil Rights Act (1957).**
- 8.2.4 Comparing Domestic Policies - Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’s Great Society Programs, and Reagan’s market-based domestic policies.**
- 8.2.5 Presidencies of Kennedy, Johnson, Nixon, and Ford - Analyze the important domestic policies and events that took place during the presidencies of Kennedy, Johnson, and Nixon (including the space program, assassination of political and social leaders, the Great Society Programs, the appeal to the “silent majority,” anti-war and counter cultural movements, creation of EPA), the constitutional crisis generated by the Watergate scandal and its resolution through the resignation of President Nixon, and the presidency of Gerald R. Ford.**
- 8.2.6 Domestic Conflicts and Tensions - Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by events such as the Vietnam War, student protests, Roe v. Wade, environmental movement, women’s movements, and liberal and conservative political movements.**
- 8.2.7 Cultural Pluralism and Cultural Nationalism - Use GIS maps and decennial census data since 1950 to visually compare and contrast the distribution and spatial patterns of ethnic/racial population groups by state, and analyze the patterns and their significance in post-WWII American life.**

## 8.3 Civil Rights in the Post WWII Era

*Examine and analyze the Civil Rights Movement using key events, people, and organizations. Use geography to analyze the past, interpret the present, and plan for the future.*

- 8.3.1 Civil Rights Movement - Analyze the key events, people, and organizations in the struggle for civil rights by African Americans including**
  - impact of WWII and the Cold War
  - Brown v Board (1954), Montgomery Bus Boycott (1955–1956), Civil Rights Act (1957), Little Rock Schools, March on Washington (1963), Civil Rights Act (1964), Voting Rights Act (1965)
  - Charles Hamilton Houston, the Reverend Martin Luther King, Jr., Rosa Parks, Jackie Robinson, Thurgood Marshall, Robert Kennedy, Lyndon Johnson, Malcolm X, George Wallace, Earl Warren, Julian Bond, Whitney Young
  - National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC)

## U.S. HISTORY AND GEOGRAPHY (CONT.)

- 8.3.2 Ideals of the Civil Rights Movement - Using key documents of the Civil Rights Movement (e.g., “I Have a Dream,” “Letter from Birmingham Jail,” *Brown v Board* decision, Malcolm X’s autobiography), compare and contrast the ideas supporting the motives and methods of the Civil Rights movement to other movements, documents, and people in U.S. history, such as the Declaration of Independence, the Seneca Falls Resolution, Abolition, and the Gettysburg Address.**
- 8.3.3 Women’s Rights - Analyze the causes and course of the women’s rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, key leaders and accomplishments, National Organization for Women (NOW), and Equal Rights Amendment (ERA)).**
- 8.3.4 Civil Rights Expanded - Trace and evaluate the major accomplishments in civil rights and liberties for American minorities over the 20th century, including the 1964 Civil Rights Act, 1965 Voting Rights Act, other civil rights initiatives, and Equal Opportunity Legislation that impacted**
- American Indians - American Indian Movement (AIM), Wounded Knee, Alcatraz
  - Latinos/as - United Farm Workers (César Chávez), Chicano Movement
  - new immigrants - Immigration and Nationality Act
  - people with disabilities - Americans with Disabilities Act
- 8.3.5 Tensions and Reactions to Poverty and Civil Rights - Use geography to analyze the past, interpret the present, and plan for the future.**
- Use urban economic maps (average annual income, employment) from 1950 and 1970 for two major U.S. cities to analyze the spatial patterns of inner city poverty and suburban wealth.
  - Prepare a geographical and historical analysis of the civil unrest that occurred in several U.S. cities (Los Angeles, Chicago, Detroit, and others) relative to the intentions of governmental policies and legislation both met and unmet, new polices to address persistent issues of urban places, and the degree to which those issues have been resolved in the United States currently.

## USHG ERA 9 – UNITED STATES TO THE PRESENT (1980-PRESENT)

### 9.1 Changes in Domestic America

*Use history and geography to interpret the present and plan for the future by examining the demographic, political, economic, social, and cultural development of the United States during the period from 1980 to the present.*

- 9.1.1 Demographic Changes - Using GIS maps, charts, U.S. Census Surveys, and data, analyze some of the major economic and social trends of the late 20th and early 21st centuries including demographic shifts in age, ethnic, class, and gender structure of American society.**
- Analyze and evaluate significant accomplishments and continuing grievances of racial and ethnic minority groups, including continuing reference to core principles and values of constitutional democracy in the United States as justifications for their positions on issues of justice.
- 9.1.2 Economic Changes - Evaluate the changes in the American economy created by new markets, new technologies, and new corporate structures, new international competitors, the impact of the computer, and new means of mass communication (Internet, World Wide Web, wireless).**

## U.S. HISTORY AND GEOGRAPHY (CONT.)

- 9.1.3 Automobile Industry** - Use modern maps and other sources to analyze the geographic distribution of domestic and international automobile production (assembly plants) in the United States, Canada, and Mexico since 1980 and explain possible reasons for the changing nature of the auto industry, including competition from abroad (including NAFTA), and the impact of environmental and public health issues.

### 9.2 Policy Continuity and Change

*Analyze the continuity and changes in American domestic and foreign policy in the late 20th and early 21st centuries.*

- 9.2.1 Presidency of Ronald Reagan** - Analyze the important domestic and international policies, and events of the presidency of Ronald Reagan (including, but not limited to tax rate cuts, Supreme Court appointments, the revitalization of the conservative movement, air traffic controllers strike, and Iran Contra Scandal).
- 9.2.2 Presidency of Bill Clinton** - Analyze the important domestic and international policies and events of the presidency of Bill Clinton (including, but not limited to tax rate cuts, passage of North American Free Trade Agreement (NAFTA), welfare legislation, first balanced budget in 25 years, impeachment, election of first Republican majority in Congress in 40 years).
- 9.2.3 Transformation of American Politics** - Explain the importance of the 2000 presidential election and the relative influence of the Republican and Democratic Parties on different sections, including geographic, of the American electorate.
- 9.2.4 Policy Debates** - Select a major contemporary policy debate around health care, social security, or poverty relief and analyze its historical antecedents and precedents, and propose policies for the future.
- 9.2.5 Political Movement** - Use maps, charts, and documents as evidence to explain and analyze significant places, regions of the country, events and/or people associated with a national political movement (conservative, environmental, faith-based, fiscal/budgetary, populist, liberal) and its consequences for the political, economic, and social direction of Congress and American society over the past four decades.

### 9.3 Changes in America's Role in the World

*Examine the shifting role of United States on the world stage during the period from 1980 to the present.*

- 9.3.1 Global Changes and the U.S.** - Analyze the most dramatic changes in global demography, energy dependence, politics, and economics in the past 30 years and their impact on the United States.
- 9.3.2 U.S. in the Post-Cold War World** - Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War).
- 9.3.3 9/11** - Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO, and diplomatic relationships with the EU and European countries).

# Michigan High School Social Studies

## CIVICS

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## CIVICS

Citizenship, as the *National Assessment of Educational Progress* explains, is the “engine of constitutional democracy and a free society” and knowing our rights and responsibilities as citizens “fuels that engine.” Democratic societies do not function without the participation of informed and responsible citizens. Civic education, therefore, is one of the central missions of public education. The education of the next generation of citizens is essential to the well-being of American constitutional democracy. Effective civic education also is important to civil society—that historically essential sector of society composed of nongovernmental voluntary, community, fraternal organizations, clubs, and religious institutions.

To participate effectively, American citizens need intellectual and participatory skills, as well as knowledge about their government and society. Acquisition of civic knowledge and skills makes possible a reasoned commitment to those fundamental values and principles essential to the preservation and improvement of American constitutional democracy. Sustained and systematic attention to civics, government, and civil society in the K–12 curriculum enables students to build on the knowledge they acquire in each successive grade. Therefore, students’ understanding of civic life, politics, and government should increase both in scope and depth as they progress through the elementary, middle, and high school years. In addition, their command of essential intellectual and participatory skills should continue to develop as they move toward the assumption of the full rights and responsibilities of citizenship.

The Michigan Content Expectations in Civics, in line with National Civics Standards and the NAEP framework, has three interrelated components: knowledge, intellectual and participatory skills, and civic dispositions.

The **knowledge component** is organized around five significant and enduring questions. These questions have continued to engage not only political philosophers and politicians, but are questions that do—or should—engage every thoughtful citizen.

What are civic life, politics and government?

What are the origins and foundations of the American political system?

How does the government established by the Constitution function to embody the purposes, values and principles of American democracy?

What is the relationship of the United States to other nations and its role in world affairs?

What are the roles of citizens in American democracy?

Knowledge, while essential, is not sufficient for effective citizenship. Citizenship requires the use of knowledge to think and act in a reasoned manner. The **intellectual and participatory skills component** of civic education enables students to learn and apply civic knowledge in the many and varied roles of citizens. These skills help citizens identify, describe, explain, and analyze information and arguments as well as evaluate, take, and defend positions on public policies. Participatory skills enable citizens to monitor and influence public and civic life by working with others, clearly articulating ideas and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict.

Central to civic life are what the NAEP framework, quoting Alexis de Tocqueville, refers to as the “habits of the heart,” or the **civic dispositions**. Beyond mere knowledge or participation skills, these reflect the core democratic values and include becoming an independent member of society; respecting individual worth and human dignity; assuming the personal, political, and economic responsibilities of a citizen; abiding by the “rules of the game,” such as accepting the legitimate decisions of the majority while protecting the rights of the minority; participating in civic affairs in an informed, thoughtful, and effective manner; and promoting the healthy and lawful functioning of American constitutional democracy.

The acquisition of knowledge and skills and the development of civic dispositions take place within a variety of contexts. Those of home, school, community, state, nation, and the world are especially important in civic education. They constitute the primary arenas in which citizens acquire knowledge and skills as well as put their knowledge and skills into practice.

# Civics Content Expectations

## Components of Civics Proficiency

### Civics Knowledge

- 1 What are civic life, politics, and government?
- 2 What are the foundations of the American political system?
- 3 How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- 4 What is the relationship of the United States to other nations and to world affairs?
- 5 What are the roles of citizens in American democracy?

### Intellectual Skills

- identifying and describing
- explaining and analyzing
- evaluating, taking, and defending positions

### Participatory Skills

- interacting
- monitoring
- influencing

### Civic Dispositions

- self-governance
- moral responsibility
- self-discipline
- respect for individual worth
- respect for human dignity
- participating in civic affairs
- promoting democracy

*adapted from Civics Framework for the 2006 NAEP*

## Conceptual Foundations

- Nature of Civic Life, Politics, and Government
- Alternative Forms of Government

## Origins/ Foundations of U.S. Government

- Origins of American Constitutional Government
- Fundamental Values and Constitutional Principles of American Government

## Functioning of U.S. Government

- Structure, Functions, and Enumerated Powers of National Government
- Powers and Limits on Powers
- Structure and Functions of State and Local Government
- System of Law and Laws
- Other Actors in the Policy Process

## U.S. in World Affairs

- Formation and Implementation of U.S. Foreign Policy
- U.S. Role in International Institutions and Affairs

## The Idea of Citizenship in the U.S.

- The Meaning of Citizenship in the U.S.
- Becoming a Citizen
- Rights of Citizenship
- Responsibilities of Citizenship
- Characteristics of Citizenship

## Citizenship in Action

- Participating in Civic Life

## Civic Inquiry and Public Discourse

- Engaging in Civic Inquiry
- Construct Reasoned Arguments and Public Discussions

## **GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS**

- K1 General Knowledge
- PI Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Citizen Involvement

### **Civics Content Statement Outline**

#### **C1 – CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE**

- 1.1 Nature Of Civic Life, Politics, and Government
- 1.2 Alternative Forms of Government

#### **C2 – ORIGINS AND FOUNDATIONS OF U.S. GOVERNMENT**

- 2.1 Origins of American Constitutional Government
- 2.2 American Fundamental Values and Principles

#### **C3 – FUNCTIONING OF U.S. GOVERNMENT**

- 3.1 Structure, Functions, and Enumerated Powers of National Government
- 3.2 Powers and Limits on Powers
- 3.3 Structure and Functions of State and Local Government
- 3.4 System of Law and Laws
- 3.5 Other Actors in the Policy Process

#### **C4 – THE UNITED STATES IN WORLD AFFAIRS**

- 4.1 Formation and Implementation of U.S. Foreign Policy
- 4.2 U.S. Role in International Institutions and Affairs

#### **C5 – IDEA OF CITIZENSHIP IN THE UNITED STATES**

- 5.1 The Meaning of Citizenship in the U.S.
- 5.2 Becoming a Citizen
- 5.3 The Rights of Citizenship
- 5.4 The Responsibilities of Citizenship
- 5.5 Characteristics of Citizenship

#### **C6 – CITIZENSHIP IN ACTION**

- 6.1 Participating in Civic Life

#### **C7 – CIVIC INQUIRY AND PUBLIC DISCOURSE**

- 7.1 Engaging in Civic Inquiry
- 7.2 Construct Reasoned Arguments and Public Discussions

## General Social Studies Knowledge, Processes, and Skills

### General Social Science Knowledge – embedded in civics standards and expectations

- K1.1 Know the defining characteristics of the discipline of civics.
- K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms and limitations of civics.
- K1.3 Understand and analyze social relationships and patterns.
- K1.4 Understand social and political perspectives.
- K1.5 Understand the diversity of human beings and human cultures.
- K1.6 Analyze events and circumstances from diverse perspectives.
- K1.7 Understand social problems, social structure, institutions, class, groups, and interaction.
- K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- K1.9 Integrate concepts from at least two different social studies disciplines.
- K1.10 Understand significant concepts, generalizations, principles, and theories of civics as a discipline.

### Social Studies Procedures and Skills – embedded in civics standards and expectations

#### **P1 Reading and Communication** – read and communicate effectively.

- P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- P1.3 Understand that diversity of interpretation arises from frame of reference.
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

#### **P2 Inquiry, Research, and Analysis** – 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.

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- 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.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

#### **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.

### Disciplinary Knowledge – Civics

- C1 Conceptual Foundations of Civic and Political Life – portions to Elem/MS**
- C2 Origins and Foundations of U.S. Government – Portions to MS**
- C3 Functioning of U.S. Government – Portions to Elem/MS**
- C4 The United States in World Affairs**
- C5 Idea of Citizenship in the United States**
- C6 Citizenship in Action**
- C7 Civic Inquiry and Public Discourse**

## CIVICS I CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE

### I.1 Nature of Civic Life, Politics, and Government

*Explain the meaning of civic life, politics, and government.*

- 1.1.1 Identify roles students play in civic and private life.
- 1.1.2 Identify and explain competing arguments about the necessity and purposes of government.
- 1.1.3 Explain the purposes of politics.

### I.2 Alternative Forms of Government

*Describe the features of constitutional government and contrast it with other forms of government.*

- 1.2.1 Distinguish between limited and unlimited governments and give examples of each.
- 1.2.2 Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom).
- 1.2.3 Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure.
- 1.2.4 Compare and contrast direct and representative democracy.

## 2 ORIGINS AND FOUNDATIONS OF U.S. GOVERNMENT

### 2.1 Origins of American Constitutional Government

*Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins.*

- 2.1.1 Identify and explain the values fundamental to (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and principles central to (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism) American constitutional democracy.
- 2.1.2 Explain the historical and philosophical origins of American constitutional government based on ideas found in the Magna Carta, English Bill of Rights, the Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (such as the 10th, 14th, 41st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.
- 2.1.3 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government.
- 2.1.4 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.

## CIVICS (CONT.)

- 2.1.5 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, suffrage, the Great Depression, and the civil rights movement.

### 2.2 Fundamental Values and Constitutional Principles of American Government

*Explain how the American idea of constitutional government has shaped a distinctive American society.*

- 2.2.1 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women and the disadvantaged.
- 2.2.2 Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good).
- 2.2.3 Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail,” the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act).
- 2.2.4 Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations.

## 3 FUNCTIONING OF U.S. GOVERNMENT

### 3.1 Structure, Functions, and Enumerated Powers of National Government

*Describe how the national government is organized and what it does.*

- 3.1.1 Analyze the purposes, organization, functions and processes of the legislative branch as enumerated in Article I of the Constitution.
- 3.1.2 Analyze the purposes, organization, and functions of the executive branch as enumerated in Article II of the Constitution.
- 3.1.3 Analyze the purposes, organization, functions and processes of the judicial branch as enumerated in Article III of the Constitution.
- 3.1.4 Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission).
- 3.1.5 Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).
- 3.1.6 Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.
- 3.1.7 Explain why the national government is one of the enumerated powers while state governments are those of reserved powers.

## CIVICS (CONT.)

### 3.2 Powers and Limits on Powers

*Identify how power and responsibility are distributed, shared, and limited in American constitutional government.*

- 3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, checks and balances, republicanism, rule of law, individual rights, separation of church and state, and popular sovereignty serve to limit the power of government.
- 3.2.2 Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., *Marbury v. Madison*, *Gibbons v. Ogden*, *McCulloch v. Maryland*).
- 3.2.3 Identify specific provisions in the Constitution that limit the power of the national government.

### 3.3 Structure and Functions of State and Local Governments

*Describe how state and local governments are organized and what they do.*

- 3.3.1 Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the national government's power over the states (e.g., national government cannot abolish a state, Tenth Amendment reserves powers to the state).
- 3.3.2 Identify and define states' reserved and concurrent powers.
- 3.3.3 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.
- 3.3.4 Describe how the state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.
- 3.3.5 Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).
- 3.3.6 Evaluate the major sources of revenue for state and local governments.
- 3.3.7 Explain the role of state constitutions in state governments.

### 3.4 System of Law and Laws

*Explain why the rule of law has a central place in American society.*

- 3.4.1 Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like *Marbury v. Madison* and *U.S. v. Nixon*; practices such as submitting bills to legal counsel to ensure congressional compliance with the law).
- 3.4.2 Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury).
- 3.4.3 Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).
- 3.4.4 Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, national security, libel or slander, public safety, and equal opportunity).
- 3.4.5 Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.

## CIVICS (CONT.)

### 3.5 Other Actors in the Policy Process

*Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy.*

- 3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.
- 3.5.2 Describe the origin and the evolution of political parties and their influence.
- 3.5.3 Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).
- 3.5.4 Explain the concept of public opinion, factors that shape it, and alternative views on the role it should play in public policy.
- 3.5.5 Evaluate the actual influence of public opinion on public policy.
- 3.5.6 Explain the role of television, radio, the press, and the Internet in political communication.
- 3.5.7 In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.
- 3.5.8 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.
- 3.5.9 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.

## 4 THE UNITED STATES IN WORLD AFFAIRS

### 4.1 Formation and Implementation of U.S. Foreign Policy

*Describe the formation and implementation of U.S. foreign policy.*

- 4.1.1 Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of fundamental values and principles, providing examples of how they were implemented and their consequences.
- 4.1.2 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.
- 4.1.3 Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).
- 4.1.4 Explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully.

## CIVICS (CONT.)

### 4.2 U.S. Role in International Institutions and Affairs

*Identify the roles of the United States in international institutions and affairs.*

- 4.2.1 Describe how different political systems interact in world affairs with respect to international issues.
- 4.2.2 Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film).
- 4.2.3 Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy).
- 4.2.4 Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).
- 4.2.5 Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).
- 4.2.6 Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).

## 5 THE IDEA OF CITIZENSHIP IN THE UNITED STATES

### 5.1 The Meaning of Citizenship in the U.S.

*Describe the meaning of citizenship in the United States.*

- 5.1.1 Using examples, explain the idea and meaning of citizenship in the United States.
- 5.1.2 Compare the rights of citizenship Americans have as a member of a state and the nation.
- 5.1.3 Explain the relationship between the 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).

### 5.2 Becoming a Citizen

*Describe how one becomes a citizen in the United States through birth or naturalization.*

- 5.2.1 Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.
- 5.2.2 Describe the process by which aliens become citizens.
- 5.2.3 Evaluate the criteria used for admission to citizenship in the United States.

## CIVICS (CONT.)

### 5.3 The Rights of Citizenship

*Identify the rights of citizenship.*

- 5.3.1 Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, and equal protection of the law).
- 5.3.2 Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).
- 5.3.3 Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).
- 5.3.4 Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.
- 5.3.5 Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.
- 5.3.6 Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.
- 5.3.7 Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.
- 5.3.8 Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
- 5.3.9 Use examples to explain why rights are not unlimited and absolute.

### 5.4 Responsibilities of Citizenship

*Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society.*

- 5.4.1 Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.
- 5.4.2 Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.
- 5.4.3 Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.

## CIVICS (CONT.)

### 5.5 Characteristics of Citizenship

*Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government.*

- 5.5.1 Describe characteristics thought to lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others).
- 5.5.2 Describe the characteristics thought to encourage citizen involvement in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance of ambiguity).
- 5.5.3 Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy.

## 6 CITIZENSHIP IN ACTION

### 6.1 Participating in Civic Life

*Describe multiple opportunities for citizens to participate in civic life.*

- 6.1.1 Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).
- 6.1.2 Distinguish between and evaluate the importance of political participation and social participation.
- 6.1.3 Describe and evaluate the effectiveness of ways individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees).
- 6.1.4 Evaluate the importance of voting by analyzing the impact of voter turnout and demographics on election results.
- 6.1.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
- 6.1.6 Explain the concept of civil disobedience.
- 6.1.7 Participate in a service-learning project and reflect upon experiences.
- 6.1.8 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.
- 6.1.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.

## CIVICS (CONT.)

### 7 CIVIC INQUIRY AND PUBLIC DISCOURSE

#### 7.1 Engaging in Civic Inquiry

*Use forms of inquiry and means of public discourse necessary for the development of responsible citizens.*

- 7.1.1 Identify and research a significant political issue.
- 7.1.2 Identify and research various viewpoints on a controversial issue.
- 7.1.3 Locate and analyze primary and secondary sources to support an argument on a public issue.
- 7.1.4 Interpret and analyze non-text based information like maps, charts, tables, graphs, and cartoons.
- 7.1.5 Evaluate the importance of voting by analyzing the impact of voter turnout and demographics on election results.
- 7.1.6 Analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.

#### 7.2 Constructing Reasoned Arguments

*Conduct reasoned arguments about public policy decisions.*

- 7.2.1 Evaluate the validity of primary and secondary sources and use them in constructing a persuasive argument on a public issue.
- 7.2.2 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences for each and proposing an action to address the issue or resolve the problem.
- 7.2.3 Use historical and contemporary examples to support an argument on a public issue.
- 7.2.4 Use information from non-text based information like maps, charts, tables, graphs, and cartoons to support a position on a public issue.
- 7.2.5 Write a persuasive essay on a public issue using constitutional principles and fundamental values of American constitutional democracy.
- 7.2.6 Take and advocate a position on a public policy issue at the local, state, or national level (e.g., revenue issues).
- 7.2.7 Examine ways individuals can participate in the political process at the local, state, and national levels, including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees.
- 7.2.8 Participate in activities such as public hearings and debates.
- 7.2.9 Analyze written and oral persuasive arguments and other forms of political communication.

# Michigan High School Social Studies

## ECONOMICS

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# ECONOMICS

Understanding economics – what some people call “economic literacy”– is becoming essential for citizens in our national and increasingly interconnected world economy. Productive members of society must be able to identify, analyze and evaluate the causes and consequences of individual economic decisions and public policy including issues raised by constraints imposed by scarcity, how economies and markets work, and the benefits and costs of economic interaction and interdependence. Such literacy includes analysis, reasoning, problem solving, and decision making that helps people function as consumers, producers, savers, investors, and responsible citizens.

Students who meet these content expectations should understand how economies function and apply the concepts and principles of economics to their lives as individuals and as citizens. Understanding and applying these concepts and principles should help students make sense of daily events and enable them to analyze, investigate and develop reasoned thinking about economic challenges and public policies. To cite the “Goals 2000: Educate America Act” of 1994, the study of economics (among other subjects) should ensure that students learn to “use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation’s modern economy.”

These content expectations include the principles of economics agreed on and viewed as essential by most economists, as reflected in National Content Standards in **Economics (1997)**, the **NAEP Economics framework (2006)**, and most state benchmarks in economics. The economics content is necessary for the understanding and the analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions, and public policy. Students analyze and study economic concepts and principles in three contextual areas: individual and household context, a business context, and a government or public context which are focused around three content areas: the Market Economy, National Economy, and the International Economy.

Content in the Market Economy includes much of what is traditionally described as microeconomics. The core content focuses on the importance of scarcity and limited resources, the roles of economic institutions, such as legal systems, corporations and labor unions, the influence on prices and supplies of the interaction of buyers and sellers, trade-offs, and incentives in people’s behavior.

Content in the National Economy includes much of what is traditionally described as macroeconomics. The National Economy content area includes the concepts, terminology, and data used to identify and describe inflation, unemployment, output, and growth, the factors that cause changes in those conditions, the role of money and interest rates in an economy, and the mechanics and the appropriate uses of Federal Reserve monetary policies, and federal government fiscal policies.

Content in the International Economy includes the reasons for individuals and businesses to specialize and trade; the rationale for specialization and trade across international borders; and the comparison of the benefits and costs of that specialization and resulting trade for consumers, producers, and governments.

The expectations are organized around (1) Economic Choices, (2) Role of Government, (3) Economic systems, (4) Trade

# Economics Content Expectations

## Economics Knowledge

- Understand the fundamental constraints imposed by limited resources, the resulting choices people have to make, and the trade-offs they face
- Understand how economies and markets work and how people function within them
- Understand the benefits and costs of economic interaction and interdependence among people and nations.

## Intellectual Skills

- economic reasoning
- problem solving
- decision making
- analyzing real-life situations

## The Market Economy

- relevance of limited resources
- how individuals and institutions make and evaluate decisions
- the role of incentives
- how buyers and sellers interact to create markets
- how these markets allocate resources
- the economic role of government in a market economy
- evaluation of short-run and long-run decisions
- the comparison of benefits and costs when making a decision
- concepts – scarcity, choice, opportunity costs, supply and demand, profit, competition, incentives, individual incomes

## The National Economy

- the data that describe the overall conditions in the U.S. economy
- the factors that cause changes in those conditions
- the role of money and interest rates in an economy
- the appropriate policy alternatives
- mechanics and appropriate use of Federal Reserve monetary and federal government fiscal policies
- how economies use different systems of allocating goods and services and can compare the benefits and the costs of different methods
- the economic role of government as a provider of goods and services in the national economy
- concepts – unemployment, inflation, output, economic growth, money, and gross domestic product (GDP), interest rates

## International Economy

- reasons for individuals and businesses to specialize and trade, and the rationale for specialization and trade across international borders
- an ability to compare the benefits and costs of that specialization and resulting trade for consumers, producers, and governments
- an understanding that this trade brings additional complications
- benefit and cost comparison of policies that alter trade barriers between nations
- the processes and consequences of exchange rate determination
- concepts – voluntary exchange, specialization, interdependence, imports and exports, and barriers to trade (tariffs, quotas)

\*adapted from *Economics Framework for the 2006 NAEP*

## E1 - Choices of Businesses and Other Economic Organizations

Explain and demonstrate how economic organizations confront scarcity and market forces when organizing, producing, using, and allocating resources to supply the marketplace.

## E2 - Role of Government

Analyze how governmental decisions on taxation, spending, protections, and regulation impact macroeconomic goals, including what is produced, how it is produced, and who receives the benefits of production.

## E3 - Economic Systems

Explain how different economic systems, including free market, command and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of the goods and services.

## E4 - Trade What is Trade?

Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.

## E5 - Personal Finance

Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices including the management of personal financial resources; consumer decisions regarding the purchase, use, and disposal of goods and services; and the economic well-being of individuals and household.

## National Economics Standards Categories

Scarcity and Opportunity Costs  
Economic Systems  
Prices, Supply and Demand  
Market Structures, Exchanges, and Characteristics of Market Economy  
Government in U. S. Economy  
U.S. Fiscal and Monetary Policy  
Economic Indicators  
International Economics

## Components of Economics Literacy

The ability to identify, analyze, and evaluate the consequences of individual decisions and public policy.

## **GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS**

- K1 General Knowledge
- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Citizen Involvement

### ***Economics Secondary Content Statement Outline***

#### **E1 – CHOICES OF BUSINESSES AND OTHER ECONOMIC ORGANIZATIONS**

- 1.1 Explain and demonstrate how economic organizations confront scarcity and market forces when organizing, producing, using and allocating resources to supply the marketplace.

#### **E2 – ROLE OF GOVERNMENT**

- 2.1 Analyze how governmental decisions on taxation, spending, protections, and regulation impact macroeconomic goals, including what is produced, how it is produced, and who receives the benefits of production.

#### **E3 – ECONOMIC SYSTEMS**

- 3.1 Explain how different economic systems, including free market, command and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.

#### **E4 – TRADE**

- 4.1 Describe how trade generates economic development and interdependence; and analyze the resulting challenges and benefits for individuals, producers, and government.

#### **E5 – PERSONAL FINANCE**

- 5.1 Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices including the management of personal financial resources, consumer decisions regarding the purchase, use, and disposal of goods and services, and the economic well-being of individuals and household.

## General Social Studies Knowledge, Processes, and Skills

### General Social Science Knowledge – embedded in economics standards and expectations

- KI.1 Know the defining characteristics of the discipline of economics.
- KI.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms and limitations of economics.
- KI.3 Understand and analyze economic relationships, patterns, and trends.
- KI.4 Understand economic perspectives.
- KI.5 Understand the diversity of human beings and human cultures.
- KI.6 Analyze events and *circumstances* from diverse perspectives.
- KI.7 Understand social problems, social structure, institutions, class, groups, and interaction.
- KI.8 Apply social studies concepts to *better understand* major current local, national, and world events, issues, and problems.
- KI.9 Integrate concepts from at least two different social studies disciplines.
- KI.10 Understand significant concepts, generalizations, principles, and theories of economics.

### Social Studies Procedures and Skills – embedded in economics standards and expectations

#### PI Reading and Communication – read and communicate effectively.

- PI.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- PI.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- PI.3 Understand that diversity of interpretation arises from frame of reference.
- PI.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- PI.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

#### P2 Inquiry, Research, and Analysis – 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.

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- 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.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

#### 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.

### Disciplinary Knowledge – Economics

- E1 Choices of Businesses and Other Economic Organizations
- E2 Role of Government
- E3 Economic Systems
- E4 Trade
- E5 Personal Finance

## ECONOMICS I – CHOICES OF BUSINESSES AND OTHER ECONOMIC ORGANIZATIONS

### I.1 Choices of Businesses and Other Economic Organizations

*Explain and demonstrate how economic organizations confront scarcity and market forces when organizing, producing, using, and allocating resources to supply the marketplace.*

- I.1.1 Use examples and case studies to evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions made by business and other economic organizations.**
- I.1.2 Evaluate examples of entrepreneurship connected to starting a business including the entrepreneur’s evaluation of resources (land, labor, and capital), assessment of anticipated market opportunities, and subsequent creation of a business plan for maximizing profits and market penetration.**
- I.1.3 Analyze and compare the different goals and constraints facing small and large firms, labor unions, educational institutions, and not-for-profit organizations, and explain how these different structures influence people’s behavior.**
- I.1.4 Using a case study, identify and analyze the transaction costs associated with the purchase of a good or service, and analyze the impact on business exchange (e.g., change in transportation efficiency and costs, growth in advertising, and ease in credit for consumers).**
- I.1.5 Apply the concepts of opportunity cost and comparative advantage to a business case study.**
- I.1.6 Using the law of supply, analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to producers by selling other goods or services, or the number of sellers in a market.**
- I.1.7 Using the law of demand, analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit.**
- I.1.8 Analyze how prices change through the interaction of buyers and sellers in a market (supply and demand), and explain how incentives affect economic organizations.**

# ECONOMICS (CONT.)

## ECONOMICS 2 – ROLE OF GOVERNMENT

### 2.1 Role of Government

*Analyze how governmental decisions on taxation, spending, protections, and regulation impact macroeconomic goals.*

- 2.1.1 Compare and contrast differing perspectives on the role of the Federal government in achieving the macroeconomic goals of stable prices, low unemployment, and economic growth.**
- 2.1.2 Differentiate and explain which institutions are responsible for monetary and fiscal policy and explain the creation and characteristics of money, and the relationships between money supply, inflation, and recessions.**
- 2.1.3 Analyze the consequences – intended and unintended – of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.**
- 2.1.4 Explain the roles and responsibilities of the Federal Reserve System and compare and contrast the consequences – intended and unintended – of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.**
- 2.1.5 Analyze the impact on consumers, producers, workers, savers, and investors of a change in public policy such as an increase in the minimum wage, a new tax policy, or a change in interest rates.**
- 2.1.6 Analyze the role of government in protecting consumers and enforcing contracts, including property rights, and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.**
- 2.1.7 Using data, analyze how changes in the level of Gross Domestic Product (GDP) and government policies (e.g., changes in government spending or taxing) can influence personal income.**
- 2.1.8 Analyze the ways in which governments generate revenue on consumption, income and wealth (e.g., taxes, tariff, fees) and the use of that revenue for public services (e.g., education, parks, and highways).**

# ECONOMICS (CONT.)

## ECONOMICS 3 – ECONOMIC SYSTEMS

### 3.1 Economic Systems

*Explain how different economic systems, including free market, command and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.*

- 3.1.1 Using the concepts of supply, demand, markets, price, equilibrium and elasticity, analyze how prices change through the interaction of buyers and sellers in a market, and explain how incentives affect choices of individual buyers and sellers.
- 3.1.2 Identify the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).
- 3.1.3 Analyze and describe how the global economy has changed the interaction of buyers and sellers, such as in the automobile industry.
- 3.1.4 Explain buyers' responses to incentives and producers' responses to changing market conditions in the clothing industry.
- 3.1.5 Analyze the changing relationship between the American economy and the global economy including, but not limited to, the increasing complexity of American economic activity (e.g., outsourcing, off-shoring, and supply-chaining) generated by the expansion of the global economy.
- 3.1.6 Using the concept of circular flow, analyze the roles and relationships between households, business firms, labor unions, financial institutions, and government and non-government agencies in the economy of the United States.
- 3.1.7 Compare how the roles and relationships of the economic sectors of the American economy have changed in the growing global marketplace.
- 3.1.8 Analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.
- 3.1.9 Compare and contrast a free market economic system with other economic systems; compare and contrast how the economies of North Korea and Cuba differ from economies of the U.S. or western Europe in the ways they answer the three basic economic questions of what to produce, how to produce, and for whom to produce?
- 3.1.10 Analyze how the decisions made by a country's central bank impact the economy, including the expansion and contraction of its money supply.
- 3.1.11 Analyze how the banking system and decisions by financial institutions (e.g., commercial banks, credit unions) regarding deposits and loans, impact the expansion and contraction of the money supply.
- 3.1.12 Analyze per capita real GDP data for several periods in history, identifying periods during which the United States experienced rapid economic growth; identify the factors that contributed to this growth.
- 3.1.13 Using current and historical data on real per capita GDP for the United States, and at least three other countries (e.g., Japan, Somalia, and South Korea) construct a relationship between real GDP and standard of living.
- 3.1.14 Analyze the character of different types of unemployment including frictional, structural, and cyclical.
- 3.1.15 Using a number of indicators, such as GDP, per capita GDP, unemployment rates, and Consumer Price Index, analyze the characteristics of business cycles, including the characteristics of peaks, recessions, and expansions.

# ECONOMICS (CONT.)

## ECONOMICS 4 – TRADE: WHAT IS TRADE?

### 4.1 Trade: What is trade?

*Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.*

- 4.1.1 Analyze the strengths and weaknesses of major economic systems and the role of voluntary exchange in economic growth.
- 4.1.2 Analyze the relationship between economic growth in southern African countries and the factors commonly associated with market economies, including property rights, institutions promoting saving and investing in human capital and physical capital, and free trade.
- 4.1.3 Explain how China is using specialization and interdependence to transform from an agrarian to an industrial based economy.
- 4.1.4 Compare the benefits and costs of policies that alter trade between nations, such as tariffs and quotas.
- 4.1.5 Evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, and the developed economies of the United States and Western Europe.
- 4.1.6 Describe the effects of currency exchange, interest rates and monetary policy on world trade domestic economic activity.
- 4.1.7 Describe how interest rates in the United States impact the value of the dollar against other currencies (the Euro), impacting the value of goods and services of the United States in other markets.
- 4.1.8 Participate in a trading simulation representing different countries with specific goods to sell and specific goods they want to buy, and analyze the choices and consequences of those choices for importing, exporting, or borrowing.
- 4.1.9 Using a case study, analyze the political and economic implications of a proposed ban or restriction on an imported good.
- 4.1.10 Analyze the effect on the economy when desired expenditures for consumption, investment, government spending, and net exports are less than the value of a nation's output of final goods and services.

# ECONOMICS (CONT.)

## ECONOMICS 5 – PERSONAL FINANCE<sup>1</sup>

### 5.1 Personal Finance<sup>1</sup> (Recommended)

*Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.*

- 5.1.1 Apply concepts of scarcity and opportunity costs to personal financial decision making.
- 5.1.2 Develop a personal finance strategy for earning, spending, saving and investing resources.
- 5.1.3 Identify the alternatives, choices, costs and benefits involved within the development of a personal finance strategy.
- 5.1.4 Evaluate key components of personal finance including, but not limited to, money management, saving and investment, spending and credit, and income.
- 5.1.5 Evaluate the key components of personal finance including, but not limited to, mortgages, retirement, investing (e.g., 401K, IRAs), and insurance.
- 5.1.6 Using a problem, alternatives, criteria, evaluation decision-making model, evaluate the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.
- 5.1.7 Using examples and case studies, evaluate the impact of marginal benefit and marginal cost of an activity on individual and household choices and decisions.
- 5.1.8 Explain that comparing the benefits and costs of different allocation methods in choosing the most appropriate method for some specific problem can result in more effective allocations and a more effective overall allocation system.

<sup>1</sup>There is a growing consensus that the majority of the items in this section belongs either in Middle School or in another high school course, such as Consumer Math or Consumer Economics. Many schools currently meet this set of expectations in courses called Consumer Math, Business, Family Living, Personal Finance, and Consumer Skills. However, it is recognized that effective personal finance is essential for a healthy market economy. Therefore, these content expectations are recommended.



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