



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

DATE: September 24, 2007

SUBJECT: Approval of the K-12 Content Expectations for Social Studies

At the September 2007 State Board of Education meeting, the Board reviewed and discussed the Draft K-12 Content Expectations for Social Studies developed by committees chaired by Dr. Bob Bain, University of Michigan, and Stan Masters, Lenawee ISD, and directed that minor changes be made (shown as underlined text in the attachment).

The revised pages include changes made in response to Board request. The complete K-12 Content Expectations for Social Studies provides a set of expectations that will guide K-12 social studies instruction and assessment in Michigan.

It is recommended that the State Board of Education approve the K-12 Content Expectations for Social Studies, as presented at the September 11, 2007 Board Meeting, and as modified in the attachment to the Superintendent's memorandum dated September 24, 2007.

Attachment

STATE BOARD OF EDUCATION

KATHLEEN N. STRAUS – PRESIDENT • JOHN C. AUSTIN – VICE PRESIDENT
CAROLYN L. CURTIN – SECRETARY • MARIANNE YARED MCGUIRE – TREASURER
NANCY DANHOF – NASBE DELEGATE • ELIZABETH W. BAUER
REGINALD M. TURNER • CASANDRA E. ULBRICH

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

ECONOMICS**E1 Market Economy**

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- K - E1.0.1 Describe economic wants they have experienced.
- K - E1.0.2 Distinguish between goods and services.
- K - E1.0.3 Recognize situations in which people trade.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Public Issues**

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- K - P3.1.1 Identify classroom issues.
- K - P3.1.2 Use simple graphs to explain information about a classroom issue.
- K - P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- K - P3.3.1 Express a position on a classroom issue.

P4.2 Citizen Involvement

- K - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- K - P4.2.2 Participate in projects to help or inform others.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Public Issues**

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- I - P3.1.1 Identify public issues in the school community.
- I - P3.1.2 Use graphic data to analyze information about a public issue in the school community.
- I - P3.1.3 Identify alternative resolutions to a public issue in the school community.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- I - P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

P4.2 Citizen Involvement

- I - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- I - P4.2.2 Participate in projects to help or inform others.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Public Issues**

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 2 - P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.
- 2 - P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- 2 - P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- 2 - P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

P4.2 Citizen Involvement

- 2 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 2 - P4.2.2 Participate in projects to help or inform others.

ECONOMICS**E1 Market Economy**

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 3 - E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.
- 3 - E1.0.2 Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.
- 3 - E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)
- 3 - E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)
- 3 - E1.0.5 Explain the role of business development in Michigan's economic future.

National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

- 3 - E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).

International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

- 3 - E3.0.1 Identify products produced in other countries and consumed by people in Michigan.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Issues**

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 3 - P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.
- 3 - P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
- 3 - P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- 3 - P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

P4.2 Citizen Involvement

- 3 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 3 - P4.2.2 Participate in projects to help or inform others.

ECONOMICS**EI Market Economy**

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 4 - EI.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).
- 4 - EI.0.2 Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).
- 4 - EI.0.3 Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy.
- 4 - EI.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).
- 4 - EI.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line).
- 4 - EI.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).
- 4 - EI.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.
- 4 - EI.0.8 Explain why public goods (e.g., libraries, roads, parks) are not privately owned.

National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

- 4 - E2.0.1 Explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition).

International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

- 4 - E3.0.1 Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Public Issues**

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 4 - P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.
- 4 - P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
- 4 - P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- 4 - P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

P4.2 Citizen Involvement

- 4 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 4 - P4.2.2 Participate in projects to help or inform others.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3. Identifying and Analyzing Public Issues**

Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.
- 5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.
- 5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- 5 – P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.

P4.2 Citizen Involvement

- 5 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 5 – P4.2.2 Participate in projects to help or inform others.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- 6 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- Identify public policy issues related to global topics and issues studied.
 - Clearly state the issue as a question of public policy orally or in written form.
 - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
 - Identify the causes and consequences and analyze the impact, both positive and negative.
 - Share and discuss findings of research and issue analysis in group discussions and debates.
 - Compose a persuasive essay justifying the position with a reasoned argument.
 - Develop an action plan to address or inform others about the issue at the local to global scales.

P4.2 Citizen Involvement

- 6 – P4.2.1 Engage in activities intended to contribute to solving a national or international problem studied.
- 6 – P4.2.2 Participate in projects to help or inform others (e.g., service learning projects).

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- 7 – P3. Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- Identify public policy issues related to global topics and issues studied.
 - Clearly state the issue as a question of public policy orally or in written form.
 - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
 - Identify the causes and consequences and analyze the impact, both positive and negative.
 - Share and discuss findings of research and issue analysis in group discussions and debates.
 - Compose a persuasive essay justifying the position with a reasoned argument.
 - Develop an action plan to address or inform others about the issue at the local to global scales.

P4.2 Citizen Involvement

- 7 – P4.2.1 Engage in activities intended to contribute to solving a national or international problem studied.
7 – P4.2.2 Participate in projects to help or inform others (e.g., service learning projects).

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- 8 – P3.** Identify, research, analyze, discuss, and defend a position on a national public policy issue.
- Identify a national public policy issue.
 - Clearly state the issue as a question of public policy orally or in written form.
 - Use inquiry methods to trace the origins of the issue and to acquire data about the issue.
 - Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
 - Identify and apply core democratic values or constitutional principles.
 - Share and discuss findings of research and issue analysis in group discussions and debates.
 - Compose a persuasive essay justifying the position with a reasoned argument.
 - Develop an action plan to address or inform others about the issue

P4.2 Citizen Involvement

8 – P4.2.1 Engage in activities intended to contribute to solving a national or international problem studied.

8 – P4.2.2 Participate in projects to help or inform others (e.g., service learning projects).

WHG ERA 4: EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 C.E./A.D.

Cross-temporal or Global Expectations

Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires.

- 4.1.1 **Crisis in the Classical World** – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)
- 4.1.2 **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) – increased trade and the Crusades
 - Islam and Hinduism in South Asia (See 5.3.3)
 - continuing tensions between Catholic and Orthodox Christianity
(*National Geography Standard 10, p. 203*)
- 4.1.3 **Trade Networks and Contacts** – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including
 - land-based routes across the Sahara, Eurasia and Europe
 - water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas
(*National Geography Standard 11, p. 206*)

Interregional or Comparative Expectations

Analyze and compare 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 increasing regional power and religious expansion.

- 4.2.1 **Growth of Islam and Dar al-Islam** [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including
 - The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society
 - diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi (*National Geography Standard 10, p. 203*)
 - role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia
 - the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity
- 4.2.2 **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). (*National Geography Standard 10, p. 203*)
- 4.2.3 **The Plague** – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (*National Geography Standard 15, p. 215*)

WORLD HISTORY AND GEOGRAPHY

7.3 Regional Content Expectations

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

- 7.3.1 **Russian Revolution** – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.
- 7.3.2 **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. (See 5.3.5; 7.2.3)
- 7.3.3 **Asia** – Analyze the political, economic, and social transformations that occurred in this era, including (*National Geography Standard 13, p. 210*)
 - Japanese imperialism
 - Chinese nationalism, the emergence of communism, and civil war (See 7.2.2)
 - Indian independence struggle
- 7.3.4 **The Americas** – Analyze the political, economic and social transformations that occurred in this era, including
 - economic imperialism (e.g., dollar diplomacy)
 - foreign military intervention and political revolutions in Central and South America.
 - nationalization of foreign investments
- 7.3.5 **Middle East** – Analyze the political, economic, and social transformations that occurred in this era, including
 - the decline of the Ottoman Empire
 - the growth of Arab nationalism and the development and increasing complexity (e.g., cultural, religious, and economic) of the Arab world
 - the role of the Mandate system
 - the discovery of petroleum resources

WHG ERA 8 – THE COLD WAR AND ITS AFTERMATH: THE 20TH CENTURY SINCE 1945

8.1 Global and Cross-temporal Expectations

Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era.

- 8.1.1 **Origins of the Cold War** – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 7.2.3)
- 8.1.2 **Cold War Conflicts** – Describe the major arenas of conflict, including
 - the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam
 - ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin
 - the arms and space race (*National Geography Standard 13, p. 210*)
- 8.1.3 **End of the Cold War** – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (*National Geography Standard 13, p. 210*)
- 8.1.4 **Mapping the 20th Century** – Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).

Using the Civics HSCE: Things to Remember

There are a number of important considerations for teachers to keep in mind as they use these Civics expectations to plan instruction. It is important to remember that this document:

Uses Civics thinking – All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using political and civics habits of mind. In meeting the expectations, students will use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning, coverage over understanding. While knowledge of names, definitions, and facts is essential, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.

Requires active inquiry and participation – Civic education requires students to be active – actively engaged in investigations, analysis, argumentation, and in the civic activities of their school and communities. Learning involves purposeful action, public deliberation and investigation. Civics study should entail learning how to read, write, and use civics concepts and knowledge to understand and participate in the world around us. This calls upon students to frame important questions; locate and analyze appropriate evidence and data; consider differing points of view, apply concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions; and participate in democratic deliberations around public policy issues. In short, Civics should help Michigan students make reasoned and informed decisions and understand how citizens can and should participate fully in American society.

Represents Content Expectations and not Pedagogical Organization – This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling public policy issue or problem to organize weeks of study, while coherently employing many content expectations.

Differentiates between required and suggested (e.g.) content – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an "e.g." or "for example." These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content.

In other places, the expectations identify specific content that students should study. This content is never preceded by "e.g." or "for example." Unlike the optional examples, a statewide assessment might assess the required content.

CIVICS

6.2 Participating in Civic Life

Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?

- 6.2.1 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).
- 6.2.2 Distinguish between and evaluate the importance of political participation and social participation.
- 6.2.3 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).
- 6.2.4 Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.
- 6.2.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
- 6.2.6 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.
- 6.2.7 Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation.¹
- 6.2.8 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.
- 6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.
- 6.2.10 Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.
- 6.2.11 Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.

¹Note: Service learning projects need not be folded into a semester course in Civics, but could also be part of a larger or year-long/semester-long project outside the traditional course in Civics.