

GRADE LEVEL CONTENT EXPECTATIONS

SOCIAL STUDIES



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GRADES K - 8

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Welcome to Michigan's DRAFT Grade Level Content Expectations for Social Studies

A Note from the K-8 Grade Level Content Expectations Work Group

The purpose of social studies instruction is to develop social understanding and civic efficacy. The draft Grade Level Content Expectations (GLCE) that you will review build disciplinary content and processes we believe contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. We believe that these ideas can be best supported by assessment and instruction that focuses on the Standards for Assessment and the Standards for Teaching and Learning found in the Michigan Curriculum Framework.

Good social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year, students should receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. For this type of thinking to occur, teachers should utilize the following disciplinary processes with their students:

- acquiring, organizing, and presenting social studies information
- conducting investigations on social studies questions
- analyzing public issues in our various communities
- engaging in constructive conversation around social studies topics
- composing cohesive essays expressing a position on public issues
- participating constructively as community members

Respect for the underlying values of a democratic society is developed through effective social studies education. In Michigan, our diverse communities expect that all students will have access to quality social studies instruction and assessment. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences.

We recognize that these content expectations, when approved, will provide the necessary framework for deliberate professional development provided through the Michigan Department of Education, professional organizations, regional education service agencies, university teacher preparation programs, and publishing enterprises. Working collaboratively, teachers, administrators, university personnel, government officials, parents, community organizations, and businesses will prepare Michigan students to become productive 21st century citizens.

The K-8 Social Studies GLCE were developed to meet the following criteria, which will be the basis for the field and national review.

RIGOR

What is the level of intellectual demand of the expectations?

- challenging enough to equip students to succeed at the next grade level
- represent the essential core content of a discipline – its key concepts and how they relate to each other

CLARITY

Are the expectations clearly written and presented in a logical, easy-to-use format?

- more than just plain and jargon-free prose
- widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling
- provide guidance for university faculties who will prepare teachers to convey the expectations, and who later receive those teachers' students

SPECIFICITY

Are the expectations specific enough to convey the level of performance expected of students?

- enough detail to guide districts in developing curricula and teachers in planning instruction
- address available time for instruction

FOCUS

Have tough choices been made about what content is the most important for students to learn?

- prioritize facts, concepts, and skills that should be emphasized at each grade level

PROGRESSION

Do knowledge and skills build clearly and sensibly on previous learning and increase in intellectual demand from year to year?

- move from simple to complex, from concrete to abstract
- delineate a progression of knowledge and skills, rather than repetition from grade to grade

COHERENCE

Do the expectations convey a unified vision of the discipline, and do they establish connections among the major areas of study?

- reflect a coherent structure of the discipline and/or reveal significant relationships among the strands, and how the study of one complements the study of another
- represent a “back-mapping” from the high school expectations to a progression of benchmarks that middle and elementary school students would need to reach in order to be “on track” for success in college and work

The K-8 Social Studies GLCE development was guided by the following assumptions:

- Existing grade level organization that uses the “expanding environments” or “expanding horizons” framework will be honored by the grade level content expectations, as it relates to the disciplinary **rigor** necessary for the next grade level.
- The grade level expectations will reflect the Michigan Curriculum Framework Social Studies Content Standards, as well as national history (U.S. and World), civics, and economics standards. These standards provide widely understood **clarity** in the social studies community.
- The grade level expectations will provide **specificity**, including examples that strongly convey the level of performance found in the expectation.
- Integration of disciplinary content (history, geography, civics and government, and economics) and disciplinary processes (inquiry, public discourse/decision-making, and citizen involvement) is necessary to **focus** instruction at each grade level. The focus will be provided through integrated units designed around essential questions, big ideas, key concepts, and enduring understandings.
- Vocabulary lists and clarification documents provide support for an entire set of K-12 expectations, enhancing **progression** and **coherence**. Relationships between content areas can be addressed in the format of the listing of expectations. The spiraling of content and processes from simple to complex, and concrete to abstract, should embrace the relevancy needed for school, work, and college.

We thank you in advance for reviewing this draft and for participating in the evaluation of the grade level focus and rigor, the clarity in the language, the specificity of the statements and examples, and the progression and coherence of concepts and skills within the document.

Understanding Temporary Coding for Social Studies GLCE

The draft K-5 Social Studies GLCE are coded using a three-part system.

Kindergarten example – KH3 = Kindergarten, History Strand, 3rd Expectation

5th grade example – 5Q1 = Grade 5, Inquiry and Decision Making Strand, 1st Expectation

The draft expectations for grade five, middle school, and high school are coded using a system that identifies the expectation in three parts.

5th grade example – 3.3.1 = Era 3, Standard 3, 1st Expectation

6th grade example – 5.2.1 = Region 5, Standard 2, 1st Expectation

7th grade example – 4.2.3 = Region 4, Standard 2, 3rd Expectation

8th grade example – 5.3.6 = Era 5, Standard 3, 6th Expectation

Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-5 Social Studies are organized under the seven strands of the Michigan Curriculum Framework Social Studies Content Standards and Benchmarks. Further organization is provided by the national standards and National Assessment of Educational Progress (NAEP) framework for each discipline.

The structure is shown below. The skills and content addressed in these expectations will, in practice, be woven together in a coherent integrated manner in the social studies curriculum. The expectations are meant to inform curriculum and assessment development.

K-5 Social Studies Organizational Structure			
History	Geography	Civics and Government	Economics
<i>Historical Perspective</i>	<i>Geographic Perspective</i>	<i>Civic Perspective</i>	<i>Economic Perspective</i>
<p>National History Standards (K-4)</p> <p>Chronological Relationships and Temporal Patterns</p> <ul style="list-style-type: none"> • Time and Chronology <p>Historical Perspective</p> <ul style="list-style-type: none"> • Comprehending the Past • Analyzing and Interpreting the Past • Evaluating Decisions from the Past <p>Living and Working Together in Families and Communities</p> <p>The History of Michigan and the Great Lakes Region</p> <p>The History of the United States: Democratic Principles, Values, and People from Many Cultures</p> <p>The History of Peoples of Many Cultures Around the World</p>	<p>National Geography Standards</p> <p>The World in Spatial Terms</p> <ul style="list-style-type: none"> • Spatial Perspective, Context, and Organization <p>Places and Regions</p> <ul style="list-style-type: none"> • Regions and Patterns • Human and Physical Characteristics <p>Physical Systems</p> <ul style="list-style-type: none"> • Physical Processes, Ecosystems <p>Human Systems</p> <ul style="list-style-type: none"> • People, Culture, Economic Interdependence, Settlement, Governance <p>Environment and Society</p> <ul style="list-style-type: none"> • Human-Environment Interaction <p>Uses of Geography</p> <ul style="list-style-type: none"> • Global Issues and Events • Applying Geography to Interpret the Past • Applying Geography to Interpret the Present and Plan for the Future 	<p>National Civics Standards</p> <p>Role and Functions of Government</p> <ul style="list-style-type: none"> • Purposes of Government <p>Values and Principles of American Democracy</p> <ul style="list-style-type: none"> • Ideals of American Democracy <p>Government, the Constitution, and American Democracy</p> <ul style="list-style-type: none"> • Government and Politics in the United States <p>Relationship of United States to Other Nations and to World Affairs</p> <ul style="list-style-type: none"> • United States Government and World Affairs <p>Roles of the Citizen in American Democracy</p> <ul style="list-style-type: none"> • Citizenship in Action 	<p>National Economics Standards</p> <p>Scarcity and Opportunity Costs</p> <ul style="list-style-type: none"> • Individual and Household Choices <p>Economic Systems</p> <p>Prices, Supply and Demand</p> <p>Market Structures, Exchanges, and Characteristics of Market Economy</p> <ul style="list-style-type: none"> • Trade • Business Choices <p>Government in U. S. Economy</p> <ul style="list-style-type: none"> • Role of Government <p>International Economics</p>
<p>NAEP History Themes</p> <ul style="list-style-type: none"> • Change and Continuity in American Democracy • The Gathering and Interactions of Peoples, Cultures, and Ideas • Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment • The Changing Role of America in the World 	<p>NAEP Categories and 5 Themes of Geography</p> <p>Space and Place</p> <ul style="list-style-type: none"> • Location • Place <p>Environment and Society</p> <ul style="list-style-type: none"> • Human-Environment Interaction <p>Spatial Dynamics and Connections</p> <ul style="list-style-type: none"> • Movement • Regions 	<p>NAEP Civics Categories</p> <ul style="list-style-type: none"> • Civics Knowledge • Intellectual Skills • Participatory Skills • Civic Dispositions 	
<p>Social Studies Processes and Skills</p> <p>P1 Reading and Communication</p> <p>P2 Inquiry, Research, and Analysis [Information Processing; Conducting Investigations]</p> <p>P3 Public Discourse and Decision Making [Identifying and Analyzing Issues; Group Discussions; Persuasive Writing]</p> <p>P4 Citizen Involvement [Responsible Personal Contact]</p>			



HISTORY

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

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

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...

- I H1 Distinguish between past, present, and future family or school events.
- I H2 Distinguish between days, weeks, and months, using a calendar.

Historical Perspective

Students will...

- I H3 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).
- I H4 Compare and contrast family life from long ago in relation to jobs, school, and technology.
- I H5 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).
- I H6 Construct a narrative about their personal or family history.

Living and Working Together in Families and Communities

Students will...

- I H7 Describe how families live and work together in a variety of communities and across time.



GEOGRAPHY

The World in Spatial Terms

Students will...

- I G1 Identify their home address as an absolute location.
- I G2 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in their school environment.

Places and Regions

Students will...

- I G3 Identify landmasses, bodies of water, and other physical features of Earth on maps and globes.
- I G4 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...

- I G5 Distinguish between physical and human characteristics of place in their school environment.

Environment and Society

Students will...

- I G6 Describe how people modify their environment (e.g., cutting down trees, building roads).
- I G7 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.
- IE7 Explain how schools provide goods and services.



INQUIRY, PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

Information Processing

Students will...

- I Q1 Interpret information from simple maps, graphs, tables, and pictographs.
- I Q2 Interpret simple graphs and tables of social data drawn from their experiences.
- I Q3 After listening to folktales, legends, or stories about families or history, describe the main characters and their qualities.

Identifying and Analyzing Issues

Students will...

- I Q4 Write a statement taking a position on a classroom question or issue; include a reason for the decision.

Inquiry and Public Discourse

Students will...

- I Q5 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

Historical Perspective

Students will...

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



GEOGRAPHY

The World in Spatial Terms

Students will...

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

Places and Regions

Students will...

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

Human Systems

Students will...

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

Environment and Society

Students will...

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



CIVICS AND GOVERNMENT

Role and Functions of Government

Students will...

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

Values and Principles of American Democracy

Students will...

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

Government, the Constitution, and American Democracy

Students will...

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

Roles of the Citizen in American Democracy

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

Citizenship in Action

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



ECONOMICS

Individual and Household Choices

Students will...

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

Economic Systems

Students will...

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

Trade

Students will...

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



INQUIRY, PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

Information Processing

Students will...

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

Identifying and Analyzing Issues

Students will...

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



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.



GEOGRAPHY – CONTINUED

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.

INTEGRATED UNITED STATES HISTORY ORGANIZED BY ERA

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

USHG ERA 1 BEGINNINGS TO 1620

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

USHG ERA 2 COLONIZATION AND SETTLEMENT (1585-1763)

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

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

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

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

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

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

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

1.2 European Exploration and Conquest

Identify the causes and consequences of European exploration and conquest.

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

I.3 Three World Interactions

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

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

USHG ERA 2 COLONIZATION AND SETTLEMENT (1585-1763)

2.1 European Struggle for Control of North America

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

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

2.2 Atlantic Slave Trade and Origins of Black America

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

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

2.3 Comparative Life in Colonial America

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

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

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

3.1 Causes of the American Revolution

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

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

3.2 American Revolution and Its Consequences

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

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

3.3 Creating New Government(s) and a New Constitution

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

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

3.4 Inquiry, Public Discourse, and Decision Making

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

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



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