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 State Board of Education and 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 K-12 content expectations. Content area work groups submitted 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 make recommended changes. The content standards and expectations presented in this document reflect the ideas expressed in the extensive field and national reviews, and input from the State Board of Education.

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.

Creating Social Studies Expectations with a National Perspective

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, including the Standards for Success report *Understanding University Success.*

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 National Council for the Social Studies *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.

The Challenges of Developing Content Expectations in Social Studies

At the national level and in just about every state, establishing standards and benchmarks in the social studies has been a challenging endeavor, filled with political and pedagogical controversy. Three enduring educational issues have challenged the creation of standards/content expectations to guide instruction and assessment in Michigan: (1) The challenge of integrating separate disciplines, (2) The challenge of representing both thinking and substance, and (3) The challenge of determining an effective K-12 scope and sequence.

First, while everyone recognizes that social studies is an amalgam of four or more disciplines including history, civics, economics and geography, there is no consensus concerning the appropriate mix of these or the appropriate place of each in the curriculum. Critical questions about the relationship among the content areas or even the relative amount of each area in the standards and eventually in the curriculum have not been resolved. Therefore, one critical challenge is to find ways to make connections within and across content areas.

Second, social studies educators face a problem in trying to reflect both disciplinary "thinking" and "substance" in standards documents. This is particularly true in history and civics where people want students to develop more sophisticated ways to think about contemporary issues and to draw upon specific knowledge of the past and the present in their thinking. So, standards and content expectations must include both thinking and knowledge expectations in such a combination that can effectively guide teachers, curriculum designers, and, of course, assessors.

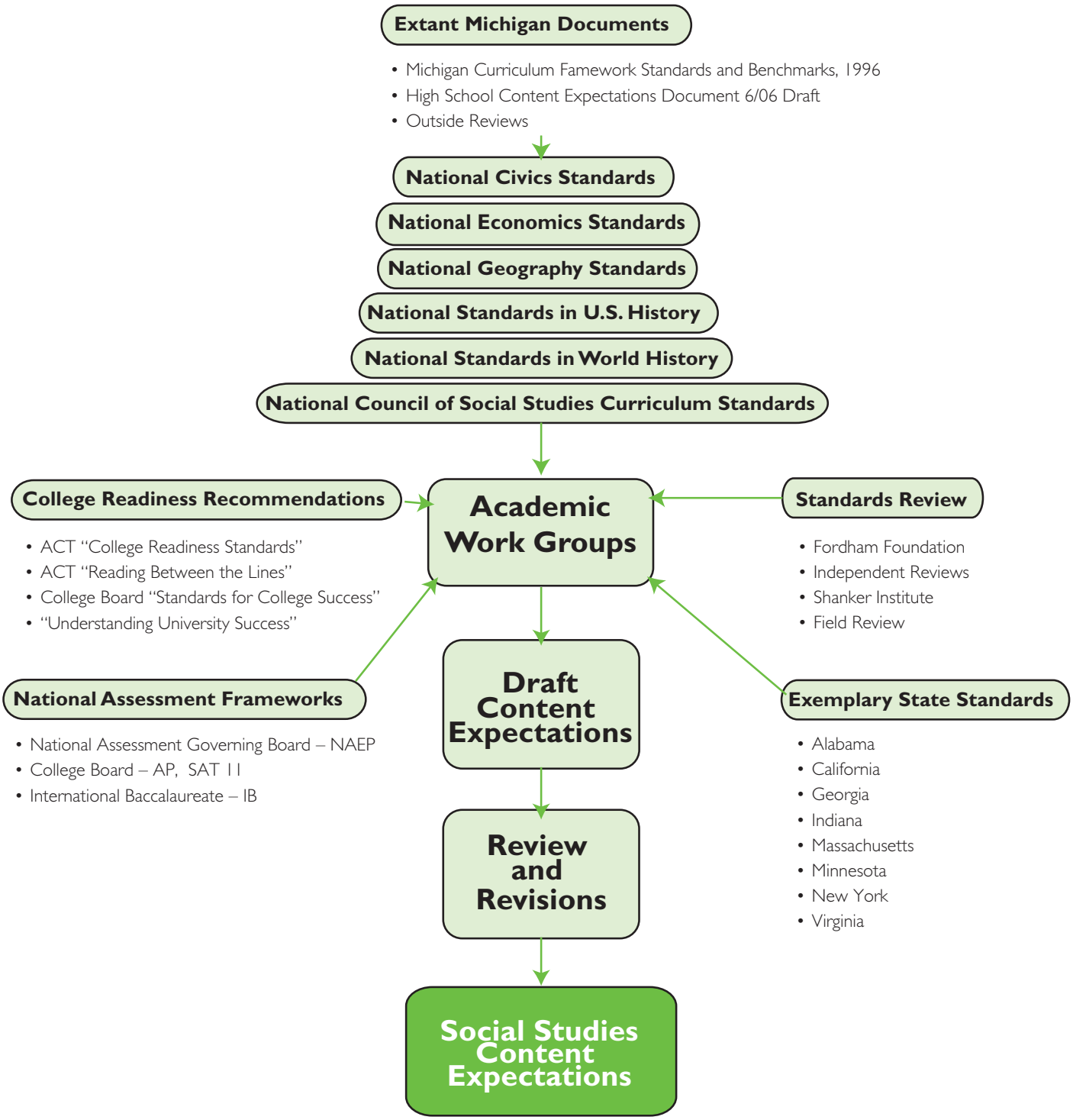
When standards documents stress "thinking" at the expense of "substance," teachers and educational critics often argue these appear vague and offer little guidance for deciding what content should be taught and tested. Teachers often complain that the mandated tests assess content not specified in standards or benchmarks.

On the other hand, standards that specify more substantive detail face their own critics who argue that such detail is too prescriptive and gives too much content to be effectively assessed in large-scale, multiple-choice dominated exams. A second challenge, therefore, is to provide more substance to meet the criticism that Michigan's standards were too vague without losing sight of the central purposes for offering social studies.

Finally, there is the challenge of creating a sensible and educationally sound K-12 scope and sequence. For many years, states required the full run of U.S. history in grades 5, 8 and 11. Critics argued this privileged breadth over depth, and urged dividing historical content into three sections for students to study in more depth in 5th, 8th and 11th grades. Still others argued that this arrangement was asking very young students(e.g., 5th graders) to study, remember, and be able to use very sophisticated concepts and events five or six years later when they were studying U.S. history in high school. Most advanced courses rely upon earlier grades to develop foundational skills and knowledge, but do not expect earlier grades to help students achieve the sophisticated study possible in high school. Thus they begin their studies of U.S. history at the "beginning." In short, social studies educators have developed three different and compelling patterns for structuring the scope and sequence in social studies.

The standards and expectations that follow represent the best efforts of the various writing and review committees to provide the integration, coherence, and the scope and sequence that will guide instruction and assessment in Michigan.

Process for Creating Content Expectations with a National Perspective



Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-8 and the High School Content Expectations for Social Studies are organized by discipline and standard using national standards structures as indicated in the chart below.

K-12 Organizational Chart

History

National Standards for Historical Thinking

H1 The World in Temporal Terms: Historical Habits of Mind
- 1.1 Temporal Thinking
- 1.2 Historical Analysis and Interpretation
- 1.3 Historical Inquiry
- 1.4 Historical Understanding
- 1.5 Historical Issues-Analysis and Decision Making

Themes Representing National Standards (K-4)

H2 Living and Working Together in Families and Communities, Now and Long Ago

H3 The History of Michigan and the Great Lakes Region

H4 The History of the United States

H5 The History of Peoples from Many Cultures Around the World

Eras Representing National Standards (5-12)

Global Analysis of World History Eras 1-8 from three pespectives
- *Cross-temporal/Global*
- *Interregional /Comparative*
- *Regional*

W1 Beginnings of Human Society

W2 Early Civilizations and Cultures and the Emergence of Pastoral Peoples

W3 Classical Traditions, World Religions, and Major Empires

W4 Expanding and Intensified Hemispheric Interactions

W5 Emergence of the First Global Age

W6 An Age of Global Revolutions

W7 Global Crisis and Achievement

W8 The Cold War and Its Aftermath (P3, P4)

Thematic Analysis of U.S. History Eras 1-9

U1 Beginnings to 1620

U2 Colonization and Settlement

U3 Revolution and the New Nation

U4 Expansion and Reform

U5 Civil War and Reconstruction

U6 The Development of an Industrial, Urban, and Global United States

U7 The Great Depression and World War II

U8 Post-World War II United States

U9 America in a New Global Age (P3, P4)

Geography

National Geography Standards

G1 The World in Spatial Terms: Geographical Habits of Mind
- 1.1 Spatial Thinking
- 1.2 Geographical Inquiry and Analysis
- 1.3 Geographical Understanding

G2 Places and Regions
- 2.1 Physical Characteristics of Place
- 2.2 Human Characteristics of Place

G3 Physical Systems
- 3.1 Physical Processes
- 3.2 Ecosystems

G4 Human Systems
- 4.1 Cultural Mosaic
- 4.2 Patterns of Human Settlement
- 4.3 Forces of Cooperation and Conflict
- 4.4 Economic Interdependence

G5 Environment and Society
- 5.1 Humans and the Environment
- 5.2 Physical and Human Systems

G6 Global Issues Past and Present
- 6.1 Global Topic Investigation and Issue Analysis (P2)

Civics/Government

National Civics Standards

C1 Conceptual Foundations of Civic and Political Life
- 1.1 Nature of Civic Life
- 1.2 Forms of Government

C2 Values and Principles of American Democracy
- 2.1 Origins
- 2.2 Foundational Values and Principles

C3 Structure and Functions of Government
- 3.1 Structure and Functions
- 3.2 Powers and Limits
- 3.3 State and Local Governments
- 3.4 System of Law and Laws
- 3.5 The Policy Process
- 3.6 Characteristics of Nation States

C4 Relationship of the United States to Other Nations and World Affairs
- 4.1 U.S. Foreign Policy
- 4.2 International Institutions and Affairs
- 4.3 Conflict and Cooperation Between and Among Nations

C5 Citizenship in the United States
- 5.1 The Meaning of Citizenship
- 5.2 Becoming a Citizen
- 5.3 Rights
- 5.4 Responsibilities
- 5.5 Dispositions

C6 Citizenship in Action
- 6.1 Civic Inquiry and Public Discourse (P3)
- 6.2 Participating in Civic Life (P4)

Economics

National Economics Standards (NAEP Categories)

E1 The Market Economy
- 1.1 Individual, Business, and Government Choices
- 1.2 Competitive Markets
- 1.3 Prices, Supply, and Demand
- 1.4 Role of Government

E2 The National Economy
- 2.1 Understanding National Markets
- 2.2 Role of Government in the United States Economy

E3 International Economy
- 3.1 Economic Systems
- 3.2 Economic Interdependence – Trade

E4 Personal Finance
- 4.1 Decision Making

Social Studies Knowledge, Processes, and Skills

K1 General Knowledge [College-Readiness]

P1 Reading and Communication [Close and Critical Reading; Analysis; Interpret Primary and Secondary Sources; Argumentation]

P2 Inquiry, Research, and Analysis [Information Processing; Conducting Investigations; Problem-Solving; Technology Use]

P3 Public Discourse and Decision Making
- P3.1 Identifying and Analyzing Public Issues
- P3.2 Discourse Regarding Public Issues
- P3.3 Persuasive Writing on a Public Issue

P4 Citizen Involvement

High School Content Expectations

The High School Standards and Content Expectations for Social Studies are organized by Course/Credit title. The expectations define specific disciplinary knowledge and skills for each course/credit, and include standards and expectations in two other important categories: General Social Science Knowledge and Processes and Skills for Social Studies. The structure is shown in the chart below.

High School Social Studies Organizational Chart

World History and Geography	U.S. History and Geography	Civics	Economics
General Social Studies Knowledge, Processes, and Skills	***General Social Studies Knowledge, Processes, and Skills***	***General Social Studies Knowledge, Processes, and Skills***	***General Social Studies Knowledge, Processes, and Skills***
embedded in WHG expectations See pg. 20	embedded in USHG expectations See pg. 39	embedded in Civics expectations See pg. 52	embedded in Economics expectations See pg. 67
Disciplinary Knowledge	***Disciplinary Knowledge***	***Disciplinary Knowledge***	***Disciplinary Knowledge***
Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation Global Analysis of World History Eras 4 – 8 from three perspectives: global, interregional, regional	Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation Thematic Analysis of United States History Eras 6 – 9	Civics Knowledge Intellectual Skills Participatory Skills Civics Dispositions	Economics Knowledge Intellectual Skills Economic Literacy
F FOUNDATIONS WHG ERAS 1-3 **W4 WHG - Era 4** Expanding and Intensified Hemispheric Interactions, 300 – 1500 C.E./A.D. **W5 WHG - Era 5** The Emergence of the First Global Age, 15th – 18th Centuries **W6 WHG - Era 6** An Age of Global Revolutions, 18th Century – 1914 **W7 WHG - Era 7** Global Crisis and Achievement, 1900 – 1945 **W8 WHG - Era 8** The Cold War and Its Aftermath: The 20th Century Since 1945	**F FOUNDATIONS USHG ERAS 1-5** **U6 USHG - Era 6** The Development of an Industrial, Urban, and Global United States, 1870 – 1930 **U7 USHG - Era 7** The Great Depression and World War 11, 1920 – 1945 **U8 USHG - Era 8** Post-World War 11 United States, 1945 – 1989 **U9 USHG - Era 9** America in a New Global Age, 1980 – present	**C1 Conceptual Foundations of Civic and Political Life** **C2 Origins and Foundations of the Government of the United States of America** **C3 Government in the United States of America** **C4 The Relationship of the United States to Other Nations and World Affairs** **C5 Citizenship in the United States** **C6 Citizenship in Action**	**E1 The Market Economy** **E2 The National Economy** **E3 International Economy**

DESIGNING AN ALIGNED CURRICULUM

This document is intended to support dialogue at the school and district level that results 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 might 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 might the standards and expectations be implemented as we take into account what we know about our students, school, and community?
- How might the effectiveness with which our students and schools are meeting the standards and content expectations be assessed?
- How might 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 dialogue 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:

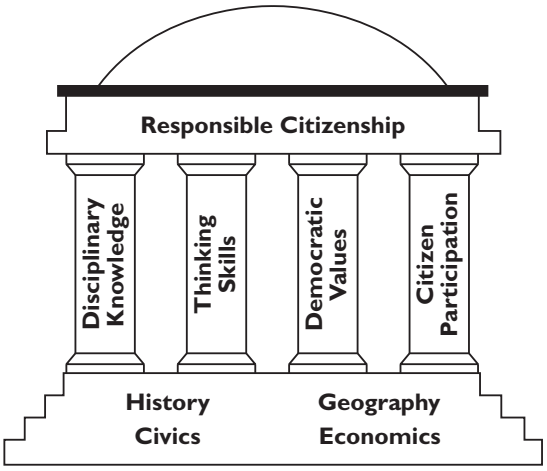
- Gather Information
- Understand Information
- Analyze Issues
- Draw and Justify Conclusions
- Organize and Communicate Information
- Think and Communicate Critically
- Learn and Consider Issues Collaboratively
- Learn Independently
- Create Knowledge
- Act Ethically

THE GOALS OF 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, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.

Michigan Social Studies

Curriculum Framework



Active Responsible Citizens

Our constitutional democracy requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the 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)
- Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

Using Social Studies to Develop Digital-Age Proficiencies

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 valid and reliable data. 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.

"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, including

- 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

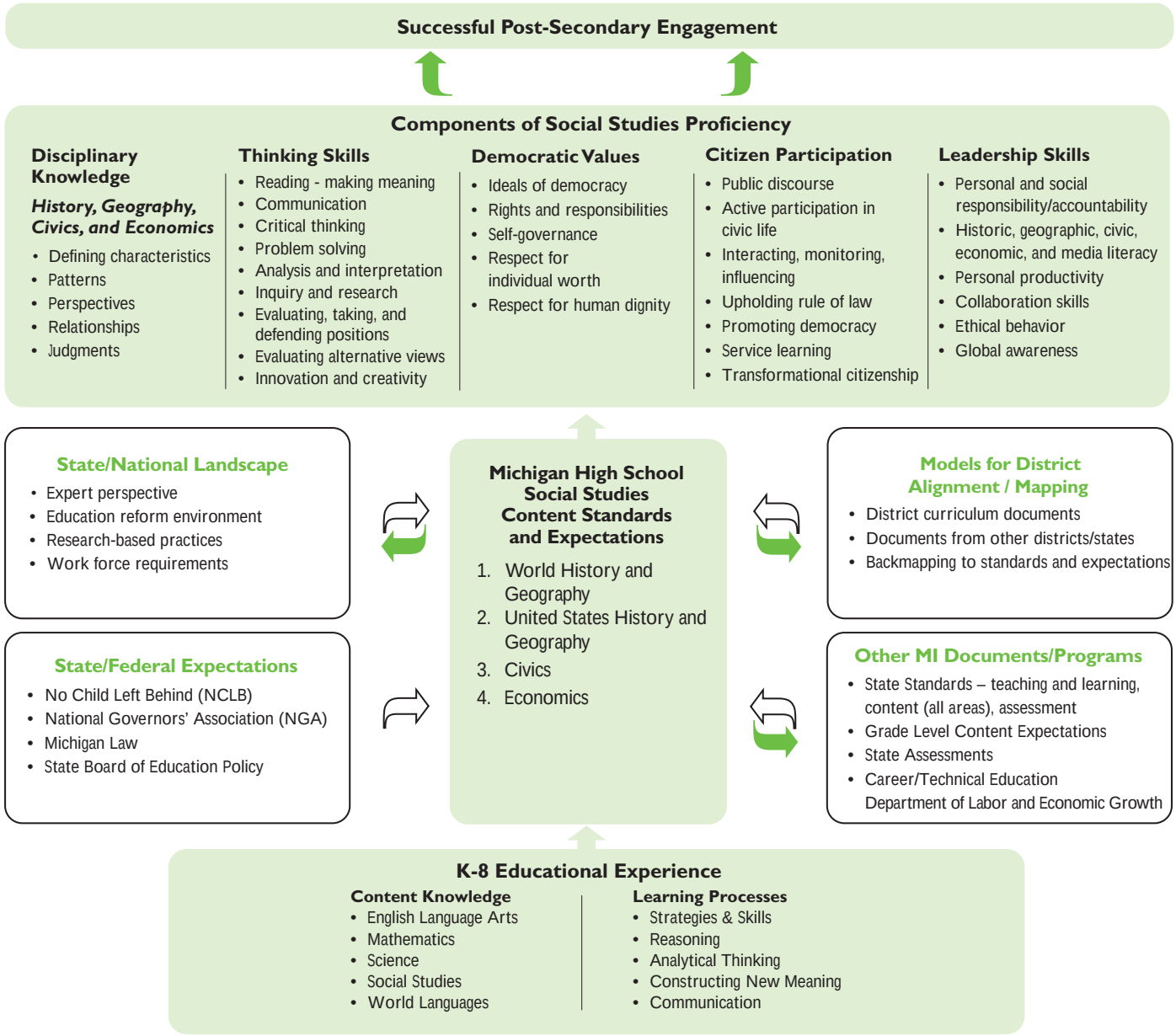
A companion document will address the correlation of social studies expectations with those of technology, reading, writing, mathematics, science, the arts, and the 21st Century Skills. Each of these subjects and literacies is necessary to reach the goal of the social studies curriculum — responsible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

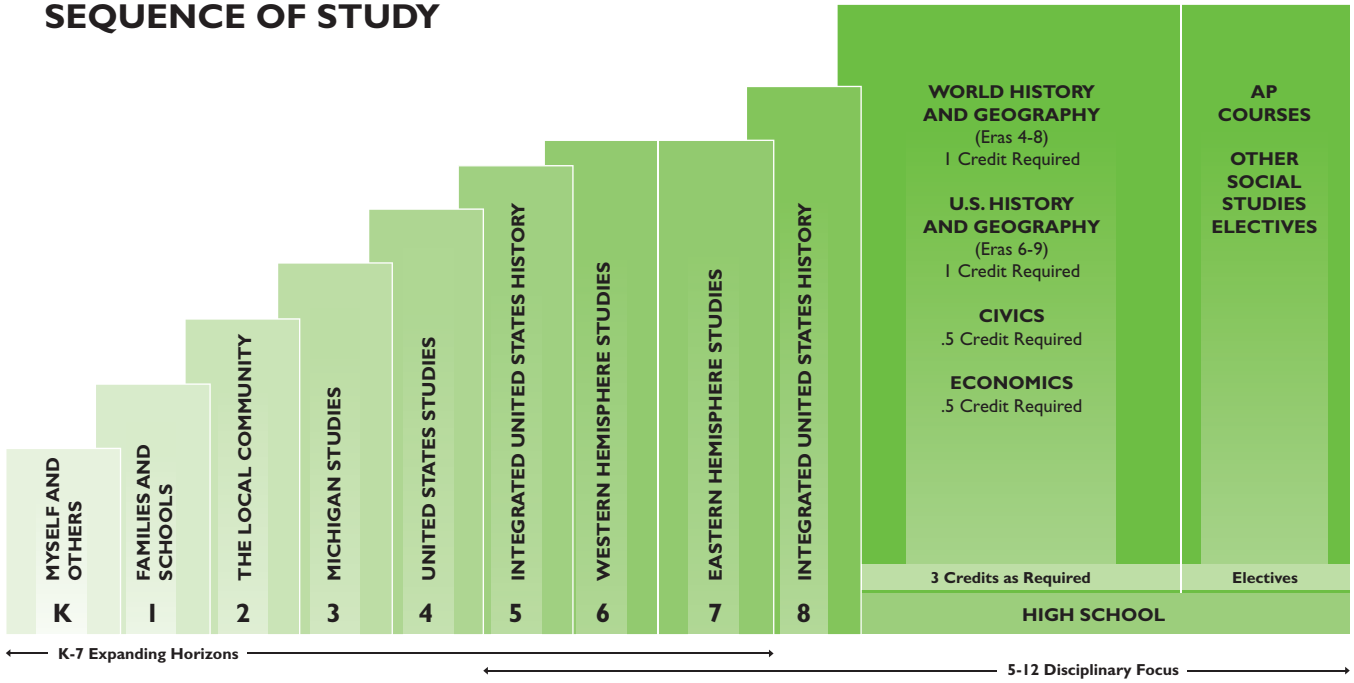
Therefore, educators must model for and develop in students the knowledge, skills, and dispositions that will result in responsible citizenship and successful post-secondary engagement.



Michigan High School Social Studies

WORLD HISTORY AND GEOGRAPHY

SEQUENCE OF STUDY



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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.[1] 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 that time, the number of high school students who had taken World Geography increased from 21% to 31%. The growth in Advanced Placement (AP) exams in geography and world history offers another dramatic indication of the impact of the world on the curriculum in the United States. The 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 2007, more than 100,000 had taken the AP World History exam.[2]

Clearly, there is a growing recognition in our global age that American students must understand more than just the history and geography of the United States because today 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 quality and content of courses in world history and geography. Recent national studies found that many states' world history standards were quite vague, often organized around themes with little substantive content, or with an emphasis on European history while neglecting content on Asia, Africa, Latin America, or the Middle East.[3] Another analysis of the world history standards in the fifty states showed some states created their world history courses by taking a Western Civilization course and simply adding a unit or two on China, Africa, or India to a course in European history. Other states took a global and comparative regional approach.[4] In developing its World History and World Geography programs, for example, the College Board took a global and comparative approach. In short, calling a course or requirement "world history and geography" does not ensure that students will engage in a quality study of the world's history and geography.

Michigan's World History and Geography takes a global and comparative approach to studying the world and its past to develop greater understanding of the development of worldwide events, processes, and interactions among the world's people, cultures, societies, and environment. The content expectations build upon the very best and most highly regarded standards, benchmarks, and courses in history and geography. The expectations are organized using both time and space to engage students in cross-temporal and cross-regional studies. Integrating geography and history, the content expectations are organized within historical eras and different geographic scales. That is, within each era students work at three interconnected spatial scales: the global, interregional and regional. Just as a photographer uses multiple lenses—close-up, wide-angle, and zoom—to tell pictorial stories, these content expectations ask teachers and students to study the world's history and geography through several different lenses to understand the whole most completely.[5]

Since the content expectations use both geography and history, it is vital that Michigan teachers understand the major features of geography and history to understand the design of these expectations.

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[1]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.

[2]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.

[3]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) Geography: an Integrative, Disciplined Study

[4]Bain and Shreiner, "Issues and Options"

[5]David Christian, This Fleeting World: A Short History of Humanity (Great Barrington, MA: Berkshire Publishing, 2008)

Geography: an Integrative, Disciplined Study

Geography is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. The content of geography is the Earth's surface and the processes that result in natural environments, the relationships between people and environments, and the ways that people use and view places both near and far. Geography is important because the world facing students in the 21st century is more crowded, the maintenance of a sustainable physical environment more challenging, and the global economy more competitive and interconnected. Comprehending issues and making decisions about local places, regions, the world, and the diverse environments and the economies require competencies with geography from the local to global scale.

The purpose for studying world geography is to foster the development of citizens who will actively seek and systematically use a spatial perspective in viewing the world. The spatial perspective is the ability to view the patterns and dynamic processes on Earth. Those patterns and processes occur as webs of relationships within the natural world and between the natural world and the activities of human societies. A spatial perspective enables an individual to visualize, comprehend, and ask questions about why the human and physical systems occur in particular patterns and combinations, where they are on Earth's surface, why they are there, and what are the consequences for people and the environment? For example, large amounts of the world's petroleum resources are located near the Persian Gulf. They are at that location due to Earth's physical processes in the past, and this impacts the present. For example, availability and cost of petroleum are affected by the political, economic, territorial, and military events that occur in and near the Persian Gulf Region.

The study of geography as a discipline is approached two ways. One is as a regional study in which Earth is examined by areas that share a similar criterion or continuity. For example, a regional criterion may be geopolitical. Examples include Michigan as a state and Canada as a country, each with its particular geopolitical boundaries and legal jurisdictions. The second approach is systematic geography. The Earth is examined by topics that share common attributes, but may occur in different regions. Examples include urbanization and the spatial structure and function of cities. Most cities have a central business district, satellite business centers in the suburbs and social, economic, and ethnic residential patterns that spread across urban space. At times regional and systematic geographic studies merge, such as the study of migration to urban centers in Mexico, Central, and South America. A similar study of migration could be completed for Africa or Asia. Among the systematic topics are human/cultural, economic, historical, physical, and political geography. Geographic studies may be based on continents, groups of countries, an individual country, or a region within a country. The criteria for a region may include religion, language, and/or ethnicity. The spatial pattern of topics may cross political boundaries and connect continents, such as Islam within Africa, Europe, and Asia.

Geography bridges the social and physical sciences by asking questions and seeking answers to those questions through inquiry. In doing so, students apply skills and develop habits of mind that they will be able to use in the diverse societies and workplaces of the community, nation, and the world. Maps, satellite images of Earth, Geographic Information Systems (GIS), Geographic Positioning Systems (GPS), and other resources on the World Wide Web provide valuable information about the spatial patterns on Earth. The tools of modern geography are based on modern technology. The technology is the means to explore the world and inquire about the spatial patterns and dynamic processes that shape the world in which we live.

History: an Integrative, Disciplined Study

History is an integrative discipline that studies change and continuity over time in people, places, and environments. The content of history consists of human beings and how, at different times and in different places, people and their cultures and societies have changed and developed. Historians study the past to understand the present, drawing upon a vast storehouse of information about human behavior, relationships between people and environments, and the ways that people developed solutions to meet their perceived problems. World history is important for students in the 21st century, because of the role the past plays in shaping the present. As a philosopher once remarked, "We live our lives forward, but we understand them backwards."

Like geography, history also seeks to foster citizens who actively and systematically investigate the world and its relationships. The disciplined study of history requires students to develop important questions, conduct inquiry, evaluate and develop historical arguments. Like all disciplines, historical study begins with problems, questions and curiosities. Historians wonder about how things came to be the way they are, or how interpretations of the past influence action in the present. History, however, requires the ability to engage in investigations using different types of evidence and data, including those generated by other disciplines such as economics and geography. The study of history requires students to analyze and use a wide range of sources – such as public and private documents, numerical data and maps – to develop the most accurate picture of the past possible. Studying history also requires students to analyze and evaluate conflicting interpretations and assess past examples of change over time. History thus provides frequent opportunities to engage in reasoned debate, to assess the merits of competing claims about the present and the past, and to consider the world from different perspectives. It helps students understand the complexity involved in most changes while attending to the continuities often obscured by dramatic change. Students studying history also learn to make reasoned arguments, supported by facts and evidence, and informed by competing perspectives.

History, thus, not only helps us use facts to understand the context and background of our institutions, cultures and societies, it also helps increase our ability to analyze change, evaluate others' interpretations, and develop and improve our own. It draws on a wide range of information and approaches to investigate the dynamic historical processes and interpretations that shape the world in which we live.

The World in Time and Space: Michigan's Content Expectations

Michigan's World History and Geography content expectations encourage students to work with and across different scales of time and space to:

- Investigate global patterns and developments over time while connecting more local patterns to larger interregional and global patterns.
- Employ different analytical schemes, including global, regional, national and local to understand developments over time.
- Compare within and among regions and societies, and across time.
- 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.

In their studies students will focus on five large historical and geographic patterns

- The causes, consequences, and patterns of changes in human governance systems and changes over time.
- 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.

Two complementary frameworks organize the content expectations. Using time, the K-12 expectations are presented in eight, overlapping historical eras. The high school expectations begin with a short set of foundational expectations, and include ERAs 4-8 and conclude with a set of contemporary global issues.

Foundational Expectations – Expectations to establish necessary background to begin high school study

Era 4 Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
Era 5 The Emergence of the First Global Age, 15th to 18th Centuries
Era 6 An Age of Global Revolutions, 18th Century to 1914
Era 7 Global Crisis and Achievement, 1900 to 1945
Era 8 The Cold War and its Aftermath: The 20th Century Since 1945
Contemporary Global Issues

Using *space*, three different spatial scales– global, interregional, and regional– also structure the content expectations.

Global Expectations focus on large-scale patterns occurring in several areas of the globe, such as the collapse or decline of empires, growth of trade networks, war, industrialism, and the diffusion of religions or philosophies. Expectations at this level also include comparisons that span across time (or eras) such as comparing the growth of world religions before 1500 C.E./A.D. with growth after 1500 or comparing the agricultural economic system of the 17th century with the industrial economic system of the 18th century.

Interregional expectations focus on interregional patterns and comparisons across space within a particular era. Examples of interregional patterns include trade networks prior to 1500 C.E./A.D., the trans-Atlantic slave system, and the unification of Eurasia under the Mongols. These expectations also include cross-spatial comparisons such as comparing the social and economic impacts of industrialism in particular regions of the world and comparing 20th century independence movements in India, Africa, and Southeast Asia.

Regional expectations focus on events within a particular region such as Latin America through the 18th century, the Russian Revolution, or the rise of Fascism in Europe.

Although the expectations are divided into eras and spatial scales for the purpose of organization, teachers and students must not see lines between eras and spatial scales as fixed. These are not absolute compartments but rather fluid, nested categories used to help organize content expectations. Teachers and students should be able to move, for example, from a global look at trade networks in the 10th century to an interregional look, to a look at the impact of trade in regions such as South Africa, Japan, or Cuba. The connections between *and among* these temporal eras and spatial scales are the most important features of world history and geography. To help suggest connections among and between expectations, there are many cross references to help teachers and students make connections across time and space.

Conclusion:
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 while learning about people and events in different places and times. They will investigate our diverse and common traditions, and work to understand the complex interactions among various environmental, human and social forces that have influenced and continues to influence us. Studying World History and Geography connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales.

This offers Michigan teachers and students both rewards and challenges. We should harbor no illusions about the challenges awaiting teachers and students engaged in such global study. Historical and geographic literacy demands that students learn to read critically, analyze and evaluate arguments, decide which positions, given the evidence, are more or less plausible, better or worse. While learning about the facts, events and significant developments, 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.

It is equally important to remember the pleasures that such study can provide both teachers and students. A disciplined study of World History and Geography helps us to locate ourselves and our society among other peoples and societies in the world. It prepares us to take up the challenges of life in the 21st century by enabling us to understand the world that we encounter daily and developing the habits of mind essential for democratic citizenship. Using 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 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?

The study of world history and geography is well worth our efforts because it is so vital. Learning about a world that we can traverse in hours and communicate across within minutes is now essential for every individual. Understanding the world's peoples, cultures, and societies and the story of our past is no longer a luxury but a necessity for Americans in the 21st century. As citizens, our students need the best understanding of the world and its past we can give them. A disciplined study of world history and geography promotes exactly the type of reasoned thought our students deserve and democratic societies so desperately need.

Using the World History and Geography HSCE: Things to Remember

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

Integrates Geography and History – In meeting these expectations, students will use the content and habits of mind of both history and geography to study the world's past and present. This document employs both temporal and spatial schemes to present the content expectations. The spatial structure is embedded within the temporal scheme. To make geography more visible as a tool for studying the past, National Geography Standards are referenced after expectations where appropriate.

Uses historical and geographic thinking – All of the expectations require students to think – analyze, evaluate, compare, contrast, argue – using history's and geography's habits of mind. In meeting the expectations, students will use historical and geographic thinking to analyze and interpret information in developing their understanding. Students will gather, analyze and use information and evidence in their thinking. In identifying specific events and patterns, these expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of specific names, places, dates, and facts is essential for world historical and geographical study, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts.

Requires active, disciplined inquiry – In using history and geography's habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning history and geography involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study.[6] 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 American society.

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

Differentiates between required and suggested 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.

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[6] Linda S. Levstik and Keith C. Barton, Doing History: Investigating with Children in Elementary and Middle Schools (Mahwah, NJ: Lawrence Erlbaum, 2000):13.

Overview of High School World History and Geography

Lens/Frame	Foundations Review of Eras 1-3 (Grades 6 and 7)	Era 4 Expanding and Intensified Hemispheric Interactions	Era 5 The Emergence of the First Global Age	Era 6 Age of Global Revolutions	Era 7 Global Crisis and Achievement	Era 8 The Cold War and Its Aftermath	Contemporary Global Issues
	Beginnings to 650 C.E./A.D.	300-1500 C.E./A.D.	15th to 18th Centuries	18th Century to 1914	1900 to 1945	The 20th Century Since 1945	
Global or Cross-Temporal Expectations	F1 World Historical and Geographical "Habits of Mind" and Central Concepts F2 Systems of Human Organizations F3 Growth and Development of World Religions	Crisis in the Classical World World Religions Trade Networks and Contacts	Emerging Global System World Religions	Global Revolutions World-Wide Migrations and Population Changes Increasing Global Interconnections Changes in Economic and Political Systems Interpreting Europe's Increasing Global Power	Increasing Government and Political Power Comparative Global Power Twentieth Century Genocide Global Technology Total War	Origins of Cold War Cold War Conflicts End of Cold War Mapping the 20th Century	CG1 Population CG2 Resources CG3 Patterns of Global Interactions CG4 Conflict, Cooperation, and Security
Interregional or Comparative Expectations	F4 Regional Interactions	Growth of Islam and Dar al-Islam Unification of Eurasia under the Mongols The Plague	European Exploration/ Conquest and Columbian Exchange Trans-African and Trans-Atlantic Slave Systems	Political Revolutions Growth of Nationalism and Nation-States Industrialization Imperialism	World War I Inter-War Period World War II Revolutionary and/or Independence Movements	The Legacy of Imperialism Independence, Decolonization, Democratization Movements Middle East	
Regional Expectations		Africa to 1500 The Americas to 1500 China to 1500 The European System and the Byzantine Empire to 1500 Western Europe to 1500	Ottoman Empire to 1800 East Asia South Asia/India Russia, Europe, and Latin America through 18th Century	Europe East Asia Africa	Russian Revolution Europe and the Rise of Fascism and Totalitarian States Asia The Americas Middle East		

World History and Geography (WHG) Content Statement Outline

GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS *(listed on page 20)*

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

WORLD HISTORY AND GEOGRAPHY
Eras 4 – 8 Addressed in WHG HSCE

Foundations in WHG Eras 1 – 3 *(Review of content taught in Grades 6 and 7)*

F1 World Historical and Geographical "Habits of Mind" and Central Concepts
F2 Systems of Human Organizations
F3 Growth and Development of World Religions
F4 Regional Interactions

WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 C.E./A.D.

4.1 Crisis in the Classical World, World Religions, Trade Networks and Contacts
4.2 Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, The Plague
4.3 Africa to 1500, The Americas to 1500, China to 1500, The Eastern European System and the Byzantine Empire to 1500, Western Europe to 1500

WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries

5.1 Emerging Global System and World Religions
5.2 European Exploration/Conquest and Columbian Exchange, Trans-African and Trans-Atlantic Slave Systems
5.3 Ottoman Empire to 1800; East Asia, South Asia/India, Russia, Europe, and Latin America through 18th Century

WHG Era 6 – An Age of Global Revolutions, 18th Century-1914

6.1 Global Revolutions, World-Wide Migrations and Population Changes, Increasing Global Interconnections, Changes in Economic and Political Systems, Interpreting Europe's Increasing Global Power
6.2 Political Revolutions, Growth of Nationalism and Nation-States, Industrialization, Imperialism
6.3 Europe, East Asia, and Africa

WHG Era 7 – Global Crisis and Achievement, 1900-1945

7.1 Increasing Government and Political Power, Comparative Global Power, Twentieth Century Genocide, Global Technology, and Total War
7.2 World War I, Inter-War Period, World War II, Revolutionary and/or Independence Movements
7.3 Russian Revolution, Europe and the Rise of Fascism and Totalitarian States, Asia, The Americas, Middle East

WHG Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945

8.1 Origins of Cold War, Cold War Conflicts, End of Cold War, Mapping the 20th Century
8.2 The Legacy of Imperialism; Independence, Decolonization, and Democratization Movements; Middle East

Contemporary Global Issues 1 – 4 *(Population, Resources, Patterns of Global Interactions, Conflict, Cooperation, and Security)*

National Geography Standards *(as referenced after expectations where appropriate)*

The World in Spatial Terms: Geographical Habits of Mind

1. Tools, Technology, and Information Processing
2. Mental Maps
3. Spatial Organization on Earth's Surface

Places and Regions

4. Physical and Human Characteristics of Place
5. Creating Regions
6. Perceptions of Places and Regions

Physical Systems

7. Physical Processes
8. Ecosystems

Human Systems

9. Distribution and Migration of People
10. Cultural Mosaic
11. Economic Interdependence
12. Patterns of Human Settlement
13. Forces of Cooperation and Conflict

Environment and Society

14. Human Modification of the Environment
15. How Physical Systems Affect Human Systems
16. Resource Use and Distribution

Uses of Geography

17. Using Geography to Interpret the Past
18. Using Geography to Interpret the Present and Plan for the Future

Disciplinary Knowledge

(See page 18)

Historical and Geographic Knowledge and Perspective
Historical and Geographic Analysis and Interpretation

World History Themes

Historical and Geographic Changes
People, Cultures, and Ideas
Economic and Technological Changes
Changing Role of Global Powers

General Social Studies Knowledge, Processes, and Skills

K1 General Knowledge – embedded in WHG standards and expectations

K1.1 Know the defining characteristics of the disciplines of history and geography.
K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.
K1.3 Understand and analyze temporal and spatial relationships and patterns.
K1.4 Understand historical and geographical perspectives.
K1.5 Understand the diversity of human beings and human cultures.
K1.6 Analyze events and circumstances from the vantage point of others.
K1.7 Understand social problems, social structures, 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 history and geography as disciplines.

Social Studies Procedures and Skills – embedded in WHG 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.

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 – engage in reasoned and informed decision making that should characterize each citizen's participation in American society.

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 (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

P4 Citizen Involvement

P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
P4.3 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

Historical and Geographical Knowledge and Perspective

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements.

Identify and define specific factual information, themes, movements, and general principles operating in world history and geography to deduce meaning and comprehend patterns.

Historical and Geographical Analysis and Interpretation

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

Global Analysis of World History Eras 4 – 8

WORLD HISTORY AND GEOGRAPHY

FOUNDATIONS WHG 1-3: BEGINNING THE HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY COURSE/CREDIT

These foundational expectations are included to set the stage for the study of World History and Geography in High School and to help bridge the transition from Middle School Social Studies.

F1 World Historical and Geographical "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)(National Geography Standard 2, p. 186)

F2 Systems of Human Organizations

Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. (National Geography Standard 14, p. 212)

- Changes brought on by the Agricultural Revolution, including the environmental impact of settlements
- TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze
- Classical China or India (Han China or Gupta empires)
- Classical Mediterranean (Greece and Rome)

F3 Growth and Development of World Religions

Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including

- spatial representations of that growth
- interactions with culturally diverse peoples
- responses to the challenges offered by contact with different faiths
- ways they influenced people's perceptions of the world. *(National Geography Standard 6, p. 195)*

F4 Regional Interactions

Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E. (National Geography Standards 3 and 13A, pp. 188 and 210)

WORLD HISTORY AND GEOGRAPHY

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

4.1 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)

4.2 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
- 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 persistance of other traditions in the Arab World including Christianity

(National Geography Standard 10, p. 203)

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 11, p. 206)*

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)*

4.3 Regional Expectations

Analyze important regional developments and cultural changes, including the growth of states, towns, and trade in Africa south of the Sahara, Europe, the Americas, and China.

4.3.1 **Africa to 1500 –** Describe the diverse characteristics of early African societies and the significant changes in African society by

- comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures *(National Geography Standard 12, p. 208)*
- using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language *(National Geography Standard 9, p. 201)*
- analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade *(National Geography Standard 11, p. 206)*
- analyzing the development of an organized slave trade within and beyond Africa *(National Geography Standard 4, p. 190)*
- analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity *(National Geography Standard 10, p. 203)*

4.3.2 **The Americas to 1500 –** 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 American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. *(National Geography Standard 10, p. 203)*

4.3.3 **China to 1500 –** Explain how Chinese dynasties responded to 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. *(National Geography Standard 4, p. 190)*

4.3.4 **The Eastern European System and the Byzantine Empire to 1500 –** Analyze restructuring of the Eastern European system including

- the rise and decline of the Byzantine Empire
- the region's unique spatial location
- the region's political, economic, and religious transformations
- emerging tensions between East and West *(National Geography Standard 3, p. 188)*

4.3.5 **Western Europe to 1500 –** Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including

- the role and political impact of the Roman Catholic Church in European medieval society
- how agricultural innovation and increasing trade led to the growth of towns and cities *(National Geography Standard 14, p. 212)*
- the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3)
- the cultural and social impact of the Renaissance on Western and Northern Europe

WHG ERA 5 – THE EMERGENCE OF THE FIRST GLOBAL AGE, 15TH TO 18TH CENTURIES

5.1 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.

5.1.1 **Emerging Global System –** Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (*National Geography Standard 11, p. 207)*

5.1.2 **World Religions –** Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (*National Geography Standard 9, pg. 202)*

5.2 Interregional or Comparative Expectations

Analyze the impact of oceanic travel on interregional interactions.

5.2.1 **European Exploration/Conquest and Columbian Exchange –** Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by

- describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries *(National Geography Standard 11, p. 206)*
- explaining how forced and free migrations of peoples (push/pull factors) 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 *(See 5.3.5) (National Geography Standard 14, p. 212)*

5.2.2 **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 by

- using 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 *(National Geography Standard 11, p. 206)*
- comparing and contrasting 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) *(See 5.3.5; 5.3.6) (See 4.3.1)*

5.3 Regional Content Expectations

Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.

5.3.1 **Ottoman Empire through the 18th Century –** Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by

- using historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction *(National Geography Standard 13, p. 210)*
- analyzing the impact of the Ottoman rule

5.3.2 **East Asia through the 18th Century –** Analyze the major political, religious, economic, and cultural transformations in East Asia by

- analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (*National Geography Standard 5, p. 192)*
- analyzing 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 *(National Geography Standard 4, p. 190)*

5.3.3 **South Asia/India through the 18th Century –** Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (*National Geography Standard 4, p. 190)*

5.3.4 **Russia through the 18th Century –** Analyze the major political, religious, economic, and cultural transformations in Russia including

- Russian imperial expansion and top-down westernization/modernization *(National GeographyStandard 13, p. 210)*
- the impact of its unique location relative to Europe and Asia *(National Geography Standard 3, p. 188)*
- the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity *(National Geography Standard 10, p. 203)*

5.3.5 **Europe through the 18th Century –** Analyze the major political, religious, cultural and economic transformations in Europe by

- explaining 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 (See 5.2.1) (*National Geography Standard 13, p. 210)*
- analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism
- analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society
- analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2)

5.3.6 **Latin America through the 18th Century –** Analyze colonial transformations in Latin America, including

- the near-elimination of American Indian civilizations and peoples
- social stratifications of the population (e.g., peninsulares, creoles, mestizos)
- the regional and global role of silver and sugar
- resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (*National Geography Standard 12, p. 208)*

WHG ERA 6 – AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914

6.1 Global or Cross-temporal Expectations

Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political and economic structures in an era of increasing global trade and consolidations of power.

6.1.1 **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. *(See 6.2.1; 6.2.3; 6.3.1; 6.3.2) (National Geography Standard 13, p. 210)*

6.1.2 **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. *(National Geography Standard 9, p. 201)*

6.1.3 **Increasing Global Interconnections –** Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including

- constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization *(National Geography Standard 10, p. 203)*
- the global spread of major innovations, technologies, and commodities via new global networks *(National Geography Standard 11, p. 206)*

6.1.4 **Changes in Economic and Political Systems –** Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)

6.1.5 **Interpreting Europe's Increasing Global Power –** Describe Europe's increasing 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 decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2; 5.3.2) (*National Geography Standard 13, p. 210)*

6.2 Interregional or Comparative Expectations

Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.

6.2.1 **Political 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, Mexican or other Latin American, or Chinese Revolutions) *(National Geography Standard 13, p. 210)*

6.2.2 **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). (See 6.1.1; 6.3.1; 6.3.2) (*National Geography Standard 10, p. 203)*

6.2.3 **Industrialization –** Analyze the origins, characteristics and consequences of industrialization across the world by

- comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France
- describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements *(National Geography Standard 11, p. 206)*
- describing the environmental impacts of industrialization and urbanization *(National Geography Standard 14, p. 212)*

6.2.4 **Imperialism –** Analyze the political, economic, and social causes and consequences of imperialism by

- using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia *(National Geography Standard 16, p. 216)*
- describing the connection between imperialism and racism, including the social construction of race
- comparing British policies in South Africa and India, French polices in Indochina, and Japanese policies in Asia (See 7.3.3) (*National Geography Standard 13, p. 210)*
- analyze the responses to imperialism by African and Asian peoples (See 6.6.3) *(National Geography Standard 13, p. 210)*

Note: Teachers might also include the expansion of the United States in studying Imperialism (See for example, U.S. History and Geography expectation 6.2.1)

6.3 Regional Content Expectations

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

6.3.1 **Europe –** Analyze the economic, political, and social transformations in Europe by

- analyzing and explaining the impact of economic development on European society *(National Geography Standard 11, p. 206)*
- explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women
- using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) *(National Geography Standard 13, p. 210)*

6.3.2 **East Asia –** Analyze the political, economic, and social transformations in East Asia by

- explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War *(National Geography Standard 13, p. 210)*
- describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions

6.3.3 **Africa –** Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). *(National Geography Standard 16, p. 216)*

WHG ERA 7 – GLOBAL CRISIS AND ACHIEVEMENT, 1900-1945

7.1 Global or Cross-temporal Expectations

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

7.1.1 **Increasing Government and Political Power –** Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2) (*National Geography Standard 13, p. 210)*

7.1.2 **Comparative Global Power –** Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). *(National Geography Standard 13, p. 210)*

7.1.3 **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. (See 7.2.3)

7.1.4 **Global Technology –** Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. *(National Geography Standard 11, p. 206)*

7.1.5 **Total War –** Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) *(National Geography Standard 13, p. 210)*

7.2 Interregional or Comparative Expectations

Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.

7.2.1 **World War I –** Analyze the causes, characteristics, and long-term consequences of World War I by

- analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism
- analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5)
- explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe

(National Geography Standard 13, p. 210)

7.2.2 **Inter-war Period –** Analyze the transformations that shaped world societies between World War I and World War II by

- examining the causes and consequences of the economic depression on different regions, nations, and the globe
- describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2)
- comparing and contrasting the rise of nationalism in China, Turkey, and India

(National Geography Standard 10, p. 203)

7.2.3 **World War II –** Analyze the causes, course, characteristics, and immediate consequences of World War II by

- explaining 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) *(National Geography Standard 13, p. 210)*
- explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) *(National Geography Standard 10, p. 203)*
- analyzing the major turning points and unique characteristics of the war (See 7.1.5) *(National Geography Standard 17, p. 219)*
- explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) *(National Geography Standard 13, p. 210)*
- analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) *(National Geography Standard 6, p.195)*
- describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) *(National Geography Standard 6, p. 195)*

7.2.4 **Revolutionary and/or Independence Movements –** Compare two revolutionary and/or Independence movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (See 6.2.1). *(National Geography Standard 13, p. 210)*

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. (*National Geography Standard 6, p. 195)*

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

(*National Geography Standard 13, p. 210)*

7.3.5 **Middle East –** Analyze the political, economic, and social transformations that occurred in this era, including

- the decline of the Ottoman Empire
- changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples
- the role of the Mandate system
- the discovery of petroleum resources

(*National Geography Standard 13, p. 210)*

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) (*National Geography Standard 13, p. 210)*

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). (See 7.2.3) *(National Geography Standard 13, p. 210)*

8.2 Interregional or Comparative Expectations

Assess and compare the regional struggles for and against independence, decolonization, and democracy across the world.

8.2.1 **The Legacy of Imperialism –** Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). *(National Geography Standards 11 and 16, pp. 206 and 216)*

8.2.2 **Independence, Decolonization, and Democratization Movements –** Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. *(National Geography Standards 13 and 17, pp. 210 and 219)*

8.2.3 **Middle East –** Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. *(National Geography Standards 13 and 17, pp. 210 and 219)*

CONTEMPORARY GLOBAL ISSUES

Evaluate the events, trends and forces that are increasing global interdependence and expanding global networks and evaluate the events, trends and forces that are attempting to maintain or expand autonomy of regional or local networks.

CG1 Population

Explain the causes and consequences of population changes over the past 50 years by analyzing the

- population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology)
- distributions of population (including relative changes in urban-rural population, gender, age, patterns of migrations, and population density)
- relationship of the population changes to global interactions, and their impact on three regions of the world

(National Geography Standards 9 and 17, pp. 201 and 219)

CG2 Resources

Explain the changes over the past 50 years in the use, distribution, and importance of natural resources (including land, water, energy, food, renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating

- change in spatial distribution and use of natural resources
- the differences in ways societies have been using and distributing natural resources
- social, political, economic, and environmental consequences of the development, distribution, and use of natural resources
- major changes in networks for the production, distribution, and consumption of natural resources including growth of multinational corporations, and governmental and non-governmental organizations (e.g., OPEC, NAFTA, EU, NATO, World Trade Organization, Red Cross, Red Crescent)
- the impact of humans on the global environment

(National Geography Standard 16, p. 216)

CG3 Patterns of Global Interactions

Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing

- economic interdependence of the world's countries and world trade patterns
- the exchanges of scientific, technological, and medical innovations
- cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns
- comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition
- distribution of wealth and resources and efforts to narrow the inequitable distribution of resources

(National Geography Standards 6 and 11, pp. 195 and 206)

CG4 Conflict, Cooperation, and Security

Analyze the causes and challenges of continuing and new conflicts by describing

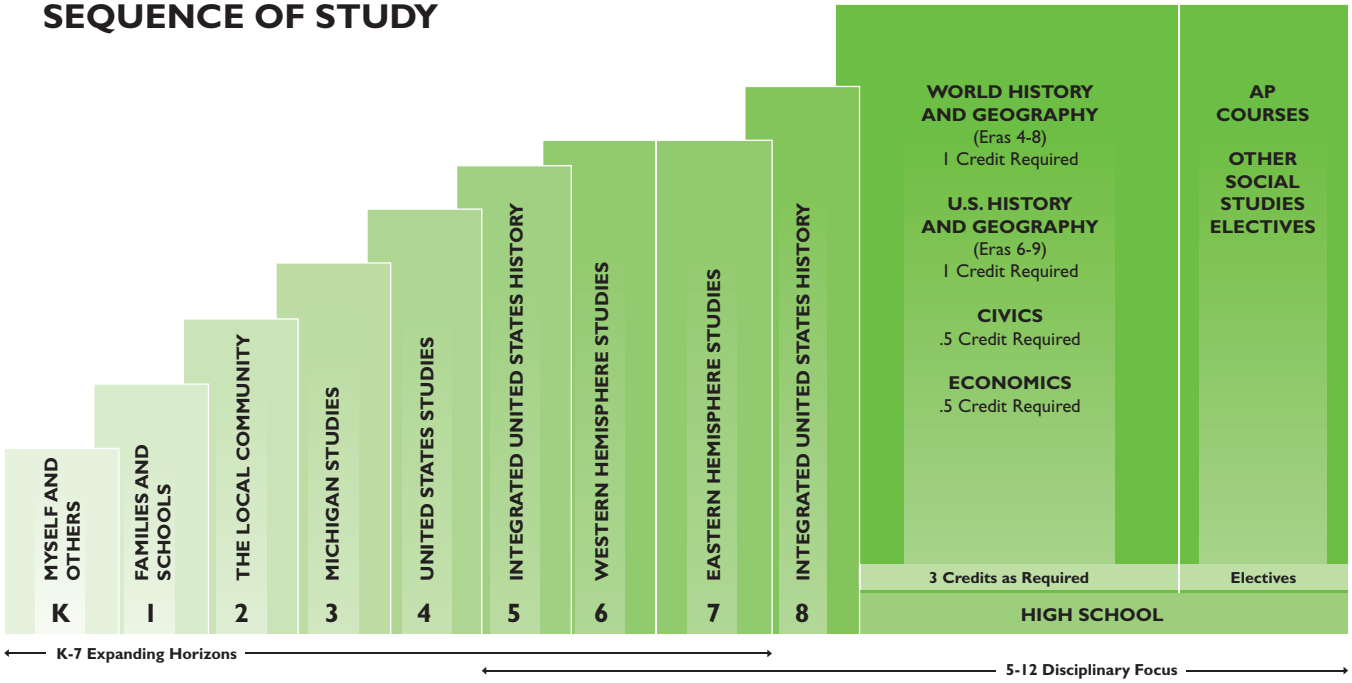
- tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path)
- causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia)
- local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights
- the type of warfare used in these conflicts, including terrorism, private militias, and new technologies

(National Geography Standards10 and 13, pp. 203 and 210)

Michigan High School Social Studies

U.S. HISTORY AND GEOGRAPHY

SEQUENCE OF STUDY



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MICHIGAN Department of Education

UNITED STATES HISTORY AND GEOGRAPHY

The disciplined study of history and geography is vital and essential for citizens in a democratic society 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 thus help us 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 contemporary society by helping us see the common and diverse strands that formed and continue to shape our present life while developing the habits of mind essential for democratic citizenship.

Since the content expectations use both geography and history, it is vital that Michigan teachers understand the major features of geography and history to understand the design of these expectations.

Geography: an Integrative, Disciplined Study

Geography is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. The content of geography is Earth's surface and the processes that result in natural environments, the relationships between people and environments, and the ways that people use and view places both near and far. Geography is important because the world facing students in the 21st century is more crowded, the maintenance of a sustainable physical environment more challenging, and the global economy more competitive and interconnected. Comprehending issues and making decisions about local places, regions, the world, and the diverse environments and the economies require competencies with geography from the local to global scale.

The purpose for studying geography is to foster the development of citizens who will actively seek and systematically use a spatial perspective in viewing the world. The spatial perspective is the ability to view the patterns and dynamic processes on Earth. Those patterns and processes occur as webs of relationships within and between the natural world and the activities of human societies. A spatial perspective enables an individual to visualize, comprehend, and ask questions about why the human and physical systems occur in particular patterns and combinations, where they are on Earth's surface, why they are there, and what are the consequences for people and the environment? For example, large amounts of the world's petroleum resources are located near the Persian Gulf. They are at that location due to Earth's physical processes in the past. The consequences are that availability and cost of petroleum are affected by the political, economic, territorial, and military events that occur in and near the Persian Gulf Region.

The study of geography as a discipline is approached two ways. One is as a regional study in which Earth is examined by areas that share a similar criterion or continuity. For example, a regional criterion may be geopolitical. Examples include Michigan as a state and Canada as a country, each with its particular geopolitical boundaries and legal jurisdictions. The second approach is systematic geography. Earth is examined by topics that share common attributes, but may occur in different regions. Examples include urbanization and the spatial structure and function of cities. Most cities have a central business district, satellite business centers in the suburbs and social, economic, and ethnic residential patterns that spread across urban space. At times regional and systematic geographic studies merge, such as the study of migration to urban centers in Mexico, Central, and South America. A similar study of migration could be completed for Africa or Asia. Among the systematic topics are human/cultural, economic, historical, physical, and political geography. Geographic studies may be based on continents, groups of countries, an individual country, or a region within a country. The criteria for a region may include religion, language, and ethnicity. The spatial pattern of topics may cross political boundaries and connect continents such as Islam within Africa, Europe, and Asia.

Geography bridges the social and physical sciences by asking questions and seeking answers to those questions through inquiry. In doing so, students apply skills and develop habits of mind that they will be able to use in the diverse societies and workplaces of the community, nation, and the world. Maps, satellite images of Earth, Geographic Information Systems (GIS), Geographic Positioning Systems (GPS), and other resources on the World Wide Web provide valuable information about the spatial patterns on Earth. The tools of modern geography are based on modern technology. The technology is the means to explore the world and inquire about the spatial patterns and dynamic processes that shape the world in which we live.

History: an Integrative, Disciplined Study

History is an integrative discipline that studies change over time in people, places, and environments. The content of history consists of human beings and how, at different times and in different places, people and their cultures and societies have changed and developed. Historians study the past to understand the present, drawing upon a vast storehouse of information about human behavior, relationships between people and environments, and the ways that people developed solutions to meet their perceived problems. History is important for students in the 21st century, because of the role the past plays in shaping the present. As a philosopher once remarked, "We live our lives forward, but we understand them backward."

Like geography, history also seeks to foster citizens who actively and systematically investigate the world and its relationships. The disciplined study of history requires students to develop important questions, conduct inquiry, and evaluate and develop historical arguments. Like all disciplines, historical study begins with problems, questions and curiosities. Historians wonder about how things came to be the way they are, or how interpretations of the past influence action in the present. History, however, requires the ability to engage in investigations using different types of evidence and data, including those generated by other disciplines such as economics and geography. The study of history requires students to analyze and use a wide range of sources – such as public and private documents, numerical data and maps – to develop the most accurate picture of the past possible. Studying history also requires students to analyze and evaluate conflicting interpretations and assess past examples of change over time. History thus provides frequent opportunities to engage in reasoned debate, to assess the merits of competing claims about the present and the past, and to consider the world from different perspectives. It helps students understand the complexity involved in most changes while attending to the continuities often obscured by dramatic change. Students studying history also learn to make reasoned arguments, supported by facts and evidence, and informed by competing perspectives.

History thus not only helps us use facts to understand the context and background of our institutions, cultures and societies, it also helps increase our ability to analyze change, evaluate others' interpretations, and develop and improve our own. It draws on a wide range of information and approaches to investigate the dynamic historical processes and interpretations that shape the world in which we live.

Michigan's Content Expectations

The high school expectations begin with a short set of foundational expectations, include ERAs 4- 8 and conclude with a set of contemporary global issues.

- Foundational Issues in U.S. History and Geography:
- 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
- America in a New Global Age, 1989 to the present

Conclusion:

As Michigan students study United States History and Geography, they will learn about the American experience over time and space. They will encounter powerful and sometimes conflicting ideas while learning about people and events in different places and times. They will investigate our diverse and common traditions, and work to understand the complex interactions among various environmental, human, and social forces that have influenced and continues to influence America and Americans. Studying United States History and Geography connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales. It involves an analytical study of the nation's political ideals, or times and places where people or events challenged, violated, or expanded those ideas.

This offers Michigan teachers and students both rewards and challenges. We should harbor no illusions about the challenges awaiting teachers and students engaged in such study. Historical and geographic literacy demands that students learn to read critically, analyze and evaluate arguments, decide which positions, given the evidence, are more or less plausible, better or worse. While learning about the facts, events and significant developments, 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.

It is equally important to remember the pleasures that such historical study can provide both teachers and students. A disciplined study of history and geography helps us to locate ourselves and our society among other peoples and societies in the world. It prepares us to take up the challenges of life in the 21st century by enabling us to understand the world that we encounter daily and developing the habits of mind essential for democratic citizenship. Using history and geography, teachers can fill the class with enduring human dramas and dilemma, grand successes and equally grand tragedies, fascinating mysteries, and an amazing cast of 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?

The study of history and geography is well worth our efforts because it is so vital. Learning about our nation and its place in the world is essential for every individual. Understanding the world's peoples, cultures, and societies and the story of our past is no longer a luxury but a necessity for Americans in the 21st century. As citizens, our students need the best understanding of the world and its past we can give them. A disciplined study of world history and geography promotes exactly the type of reasoned thought our students deserve and democratic societies so desperately need.

Using the United States History and Geography HSCE: Things to Remember

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

Integrates Geography and History – In meeting these expectations, students will use the content and habits of mind of both history and geography to study America's past and present. This document uses a temporal organizational scheme to present the content expectations. To make geography more visible as a tool for studying the past, National Geographic Standards are referenced after expectations where appropriate.

Uses historical and geographic thinking – All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using history's and geography's habits of mind. In meeting the expectations, students will use historical and geographic thinking to analyze and interpret information in developing their understanding. Students will gather, analyze and use information and evidence in their thinking. In identifying specific events and patterns, these expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of specific names, places, dates, and facts is essential for historical and geographical study, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts.

Requires active, disciplined inquiry – In using history and geography's habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning history and geography involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study.[6] 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 American society.

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

Differentiates between required and suggested 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.

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[6]Linda S. Levstik and Keith C. Barton, Doing History: Investigating with Children in Elementary and Middle Schools (Mahwah, NJ: Lawrence Erlbaum, 2000):13.

U.S. History and Geography Content Expectations

History Themes

1 Change and Continuity in American Society

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 (Grade 8 and HS) Development of Industrial, Urban, and Global United States (1870 – 1930)
- Growth of an Industrial and Urban America (introduced in Grade 8; begins SS. HSCE)
- Becoming a World Power
- Progressivism and Reform

Era 7 (HS) Great Depression and World War II (1920 – 1945)
- Growing Crisis of Industrial Capitalism and Responses
- World War II

Era 8 (HS) Post-World War II United States (1945 – 1989)
- Cold War and the United States
- Domestic Policies
- Civil Rights in the Post WWII Era

Era 9 (HS) America in a New Global Age
- Impact of Globalization on the United States
- Changes in America's Role in the World
- Policy Debates

U.S. History and Geography Content Expectations

Disciplinary Knowledge *(See page 39)*

Historical and Geographical Knowledge and Perspective

Historical and Geographical Analysis and Interpretation

Thematic Analysis of U.S. History Eras 6 - 9

GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

(listed on page 39)

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 *(Review of content taught in Grades 5 and 8)*

F1 Political and Intellectual Transformations of America to 1877
F2 Geographic, Economic, Social, and Demographic Trends in America (to 1898)

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

6.1 Growth of an Industrial and Urban America *(Included in Grade 8; begins SS. HSCE)*
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 – POST-WORLD WAR 11 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 – AMERICA IN A NEW GLOBAL AGE

9.1 Impact of Globalization on the United States
9.2 Changes in America's Role in the World
9.3 Policy Debates

National Geography Standards *(as referenced after expectations where appropriate)*

The World in Spatial Terms: Geographical Habits of Mind

1. Tools, Technology, and Information Processing
2. Mental Maps
3. Spatial Organization on Earth's Surface

Places and Regions

4. Physical and Human Characteristics of Place
5. Creating Regions
6. Perceptions of Places and Regions

Physical Systems

7. Physical Processes
8. Ecosystems

Human Systems

9. Distribution and Migration of People
10. Cultural Mosaic
11. Economic Interdependence
12. Patterns of Human Settlement
13. Forces of Cooperation and Conflict

Environment and Society

14. Human Modification of the Environment
15. How Physical Systems Affect Human Systems
16. Resource Use and Distribution

Uses of Geography

17. Using Geography to Interpret the Past
18. Using Geography to Interpret the Present and Plan for the Future

General Social Studies Knowledge, Processes, and Skills

K1 General Knowledge– *embedded in USHG standards and expectations*

K1.1 Know the defining characteristics of the disciplines of history and geography.
K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.
K1.3 Understand and analyze temporal and spatial relationships and patterns.
K1.4 Understand historical and geographical perspectives.
K1.5 Understand the diversity of human beings and human cultures.
K1.6 Analyze events and circumstances from the vantage point of others.
K1.7 Understand social problems, social structures, 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 history and geography as disciplines.

Social Studies Procedures and Skills – *embedded in USHG 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.

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 – engage in reasoned and informed decision making that should characterize each citizen's participation in American society.

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 (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

P4 Citizen Involvement

P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
P4.3 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*

Historical and Geographical Knowledge and Perspective

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements.

Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

Historical and Geographical Analysis and Interpretation

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

Thematic Analysis of United States History Eras 6-9

U.S. HISTORY AND GEOGRAPHY

FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY: ERAS 1-5

These foundational expectations are included to help students draw upon their previous study of American history and connect high school United States history with the history studied in 5th and 8th grades.

Note: These might be reviewed as a separate opening unit or woven into Content Expectations 6.1, 6.2, and 6.3.

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- Declaration of Independence
- the U.S. Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, and 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government
- the development of governmental roles in American life
- and competing views of the responsibilities of governments (federal, state, and local)
- changes in suffrage qualifications
- the development of political parties
- America's political and economic role in the world *(National Geography Standard 13, p. 210)*

F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

Note to teacher: This foundational expectation might be taught in stand-alone lessons or integrated with Standard 6.1.

F2.1 Describe the major trends and transformations in American life prior to 1877 including

- changing political boundaries of the United States *(National Geography Standard 13, p. 210)*
- regional economic differences and similarities, including goods produced and the nature of the labor force *(National Geography Standard 11, p. 206)*
- changes in the size, location, and composition of the population *(National Geography Standard 9, p. 201)*
- patterns of immigration and migration *(National Geography Standard 9, p. 201)*
- development of cities *(National Geography Standard 12, p. 208)*
- changes in commerce, transportation, and communication *(National Geography Standard 11, p. 206)*
- major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War

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

6.1.1 **Factors in the American Industrial Revolution** – Analyze the factors that enabled the United States to become a major industrial power, including

- gains from trade *(National Geography Standard 11, p. 206)*
- organizational "revolution" (e.g., development of corporations and labor organizations)
- advantages of physical geography *(National Geography Standards 4, 7, and 15; pp. 190, 197, and 214)*
- increase in labor through immigration and migration *(National Geography Standard 9, p. 201)*
- economic polices of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)
- technological advances

6.1.2 **Labor's Response to Industrial Growth** – Evaluate the different responses of labor to industrial change including

- development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers
- southern and western farmers' reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech) *(National Geography Standard 6, p. 195)*

6.1.3 **Urbanization** – Analyze the changing urban and rural landscape by examining

- the location and expansion of major urban centers *(National Geography Standard 12, p. 208)*
- the growth of cities linked by industry and trade *(National Geography Standard 11, p. 206)*
- the development of cities divided by race, ethnicity, and class *(National Geography Standard 10, p. 203)*
- resulting tensions among and within groups *(National Geography Standard 13, p. 210)*
- different perspectives about immigrant experiences in the urban setting *(National Geography Standards 9 and 12, pp. 201 and 208)*

6.1.4 **Population Changes** – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. *(National Geography Standard 9 and 12, pp. 201 and 208)*

6.1.5 **A Case Study of American Industrialism** – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining

- the impact of resource availability *(National Geography Standard 16, p. 216)*
- entrepreneurial decision making by Henry Ford and others
- domestic and international migrations *(National Geography Standard 9, p. 201)*
- the development of an industrial work force
- the impact on Michigan
- the impact on American society

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 **Growth of U.S. Global Power** – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy. *(National Geography Standards 1 and 3; p.184 and 188)*

6.2.2 **WWI** – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.

6.2.3 **Domestic Impact of WWI** – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage.

6.2.4 **Wilson and His Opponents** – Explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over 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. *(National Geography Standards 3 and 13; p. 188 and 210)*

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** – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).

6.3.2 **Causes and Consequences of Progressive Reform** – Analyze the causes, consequences, and limitations of Progressive reform in the following areas

- major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
- new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)
- the Supreme Court's role in supporting or slowing reform
- role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) *(National Geography Standard 14, p. 212)*
- efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants *(National Geography Standards 9 and 10; pp. 201 and 203)*

6.3.3 **Women's Suffrage** – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.

U.S. HISTORY AND GEOGRAPHY

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

7.1 Growing Crisis of Industrial Capitalism and Responses

Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.

7.1.1 **The Twenties** – Identify and explain the significance of the cultural changes and tensions in the "Roaring Twenties" including

- cultural movements, such as the Harlem Renaissance and the "lost generation"
- the struggle between "traditional" and "modern" America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) *(National Geography Standard 10, p. 203)*

7.1.2 **Causes and Consequences of the Great Depression** – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing

- the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl *(National Geography Standards 14 and 15; p. 212 and 214)*
- the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families *(National Geography Standard 15, p. 214)*
- Hoover's policies and their impact (e.g., Reconstruction Finance Corporation)

7.1.3 **The New Deal** – Explain and evaluate Roosevelt's New Deal Policies including

- expanding the federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly *(National Geography Standard 14, p. 212)*
- opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws
- consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) *(National Geography Standard 16, p. 216)*

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.

7.2.1 **Causes of W WII** – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including

- the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement)*(National Geography Standard 13, p. 210)*
- the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan
- United States neutrality
- the bombing of Pearl Harbor *(National Geography Standard 13, p. 210)*

7.2.2 **U.S. and the Course of W WII** – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).

7.2.3 **Impact of W WII on American Life** – Analyze the changes in American life brought about by U.S. participation in World War II including

- mobilization of economic, military, and social resources
- role of women and minorities in the war effort
- role of the home front in supporting the war effort (e.g., rationing, work hours, taxes)
- internment of Japanese-Americans *(National Geography Standard 10, p. 203)*

7.2.4 **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, establishment of state of Israel). *(National Geography Standard 13, p. 210)*

USHG ERA 8 – POST-WORLD WAR 11 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.

8.1.1 **Origins and Beginnings of Cold War** – Analyze the factors that contributed to the Cold War including

- differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.
- diplomatic decisions made at the Yalta and Potsdam Conferences (1945)
- 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, North American Treaty Alliance (NATO), and Warsaw Pact) *(National Geography Standard 13, p. 210)*

8.1.2 **Foreign Policy during the Cold War** – Evaluate the origins, setbacks, and successes of the American policy of "containing" the Soviet Union, including

- the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community *(National Geography Standard 13, p. 210)*
- the armed struggle with Communism, including the Korean conflict *(National Geography Standard 13, p. 210)*
- direct conflicts within specific world regions including Germany and Cuba *(National Geography Standards 5 and 13; pp. 192 and 210)*
- U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) *(National Geography Standard 13, p. 210)*
- indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) *(National Geography Standards 5 and 13; pp. 192 and 210)*
- the arms race *(National Geography Standards 13, p. 210)*

8.1.3 **End of the Cold War** – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.

8.2 Domestic Policies

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

8.2.1 **Demographic Changes** – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the "Sunbelt." *(National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)*

8.2.2 **Policy Concerning Domestic Issues** – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by

- describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment *(National Geography Standards 9 and 14; pp. 201 and 212)*
- evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970) *(National Geography Standards 12 and 14; pp. 208 and 212)*

8.2.3 **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. *(National Geography Standard 14, p. 212)*

8.2.4 **Domestic Conflicts and Tensions** – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. *(National Geography Standard 16, p. 216)*

8.3 Civil Rights in the Post-WWII Era

Examine and analyze the Civil Rights Movement using key events, people, and organizations.

8.3.1 **Civil Rights Movement** – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including

- the impact of WWII and the Cold War (e.g., racial and gender integration of the military)
- Supreme Court decisions and governmental actions (e.g., *Brown* v. *Board* (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))
- protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
- resistance to Civil Rights *(National Geography Standard 6, p. 195)*

(National Geography Standard 10, p. 203)

8.3.2 **Ideals of the Civil Rights Movement** – Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, 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, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). *(National Geography Standard 10, p. 203)*

8.3.4 **Civil Rights Expanded** – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. *(National Geography Standard 10, p. 203)*

8.3.5 **Tensions and Reactions to Poverty and Civil Rights** – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark). *(National Geography Standard 12, p. 208)*

USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

9.1 The Impact of Globalization on the United States

Explain the impact of globalization on the United States' economy, politics, society and role in the world.

9.1.1 **Economic Changes** – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. *(National Geography Standard 11, p. 206)*

9.1.2 **Transformation of American Politics** – Analyze the transformation of American politics in the late 20th and early 21st centuries including

- growth of the conservative movement in national politics, including the role of Ronald Reagan
- role of evangelical religion in national politics *(National Geography Standards 3 and 6; pp.188 and 195)*
- intensification of partisanship
- partisan conflict over the role of government in American life
- role of regional differences in national politics *(National Geography Standard 6, p. 195)*

9.2 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.

9.2.1 **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). (*National Geography Standard 13, p. 210*)

9.2.2 **9/11 and Responses to Terrorism** – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (*National Geography Standard 13, p. 210*)

9.3 Policy Debates

9.3.1 Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles.

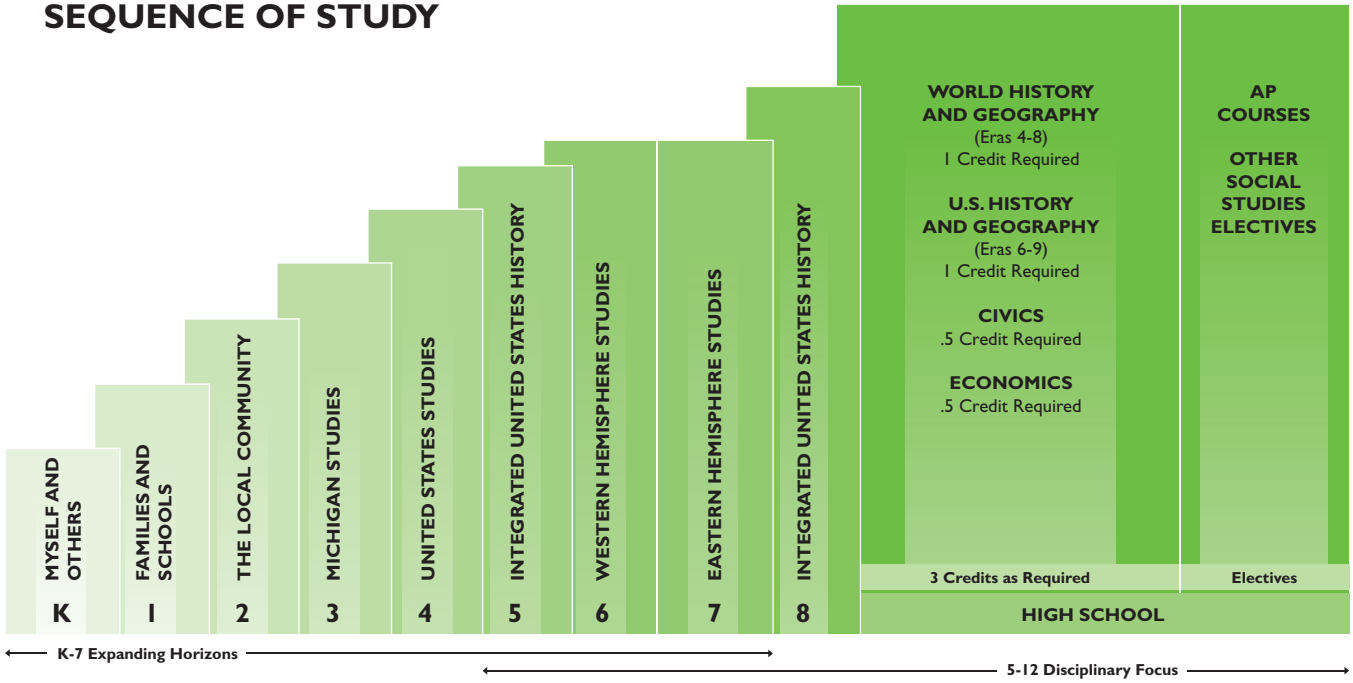
- role of the United States in the world
- national economic policy
- welfare policy
- energy policy
- health care
- education
- civil rights

(National Geography Standard 17, p. 216)

Michigan High School Social Studies

CIVICS

SEQUENCE OF STUDY



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MICHIGAN Department of Education

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 public education's central missions. The education of the next generation of citizens is essential to the well-being of American constitutional democracy. And, effective civic education also is important to civil society—that historically essential sector of society composed of non-governmental, 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, aligned with National Civics Standards and NAEP have three interrelated components: knowledge, intellectual and participatory skills, and civic dispositions.

The knowledge component is embodied in the form of five significant and enduring questions. These are questions that have continued to engage not only political philosophers and politicians; they are questions that do – or should – engage every thoughtful citizen. The five questions are:

- 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 constitutional 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 society?

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 how, when, and where to 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.

A central feature of civic life is what the NAEP framework, quoting de Tocqueville, refers to as the "habits of the heart," or the civic principles or values. 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 values 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.

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 know how, when, and where to 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 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

C1 - Conceptual Foundations of Civics and Political Life

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

C2 - Origins and Foundations of Government of the United States of America

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

C3 - Structure and Function of Government in the United States of America

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

C4 - The United States of America and World Affairs

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

C5 - Citizenship in the United States of America

- The Meaning of Citizenship in the United States of America
- Becoming a Citizen
- Rights of Citizenship
- Responsibilities of Citizenship
- Dispositions of Citizenship

C6 - Citizenship in Action

- Civic Inquiry and Public Discourse
- Participating in Civic Life

GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS *(listed on page 47)*

K1 General Knowledge
P1 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

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6.2 Participating in Civic Life

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 the vantage point of others.
K1.7 Understand social problems, social structures, 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.
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 – engage in reasoned and informed decision making that should characterize each citizen's participation in American society.
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 (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

P4 Citizen Involvement
P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
P4.3 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

CIVICS

C1 CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE

1.1 Nature of Civic Life, Politics, and Government

Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?

1.1.1 Identify roles citizens play in civic and private life, with emphasis on leadership.

1.1.2 Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."

1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)

1.1.4 Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)

1.2 Alternative Forms of Government

Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?

1.2.1 Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.

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). (See USHG 7.2.1; WHG 7.3)

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. (See USHG F1.1; F1.2)

1.2.4 Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)

C2 ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA

2.1 Origins of American Constitutional Government (Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.)

Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?

2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.

2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.

2.1.3 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.

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

2.2 Foundational Values and Constitutional Principles of American Government

Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?

2.2.1 Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).

2.2.2 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. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)

2.2.3 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). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)

2.2.4 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). (See USHG F1.1; 8.3.2; 9.2.2)

2.2.5 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. (See USHG 8.2.4)

C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA

3.1 Structure, Functions, and Enumerated Powers of National Government

Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?

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, functions, and processes 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). (See USHG 6.3.2)

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 federal government is one of enumerated powers while state governments are those of reserved powers.

3.2 Powers and Limits on Powers

Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable 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 federal government.

3.2.4 Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)

3.2.5 Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)

3.3 Structure and Functions of State and Local Governments

Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?

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 federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).

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 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 through the investigation of such questions as: What is the role of law in the American political system? What is the importance of law in the American political system?

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). (See USHG F1.1, 8.2.4)

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). (See USHG 8.3.5)

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, 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.

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 through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of 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. (See Grade 5 SS; USHG 9.1.2)

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 contrasting 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 significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.

3.5.7 Explain the role of television, radio, the press, and the internet in political communication.

3.5.8 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.

3.5.9 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.

C4 THE UNITED STATES OF AMERICA AND WORLD AFFAIRS

4.1 Formation and Implementation of U.S. Foreign Policy

Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?

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 foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish-American War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).

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 Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3; 8.1.2)

4.2 U.S. Role in International Institutions and Affairs

Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role 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. (See USHG 6.2.4)

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). (See USHG 6.1.4; 8.2.1)

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). (See USHG 6.1.1; 9.1.1; 9.2.1)

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).

C5 CITIZENSHIP IN THE UNITED STATES OF AMERICA

5.1 The Meaning of Citizenship in the United States of America

Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?

5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).

5.1.2 Compare the rights of citizenship Americans have as a member of a state and the nation.

5.2 Becoming a Citizen

Describe how one becomes a citizen in the United States through birth or naturalization by investigating the question: How does one become a citizen in the United States?

5.2.1 Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.

5.2.2 Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.

5.2.3 Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).

5.3 Rights of Citizenship

Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?

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, free exercise of religion, 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 through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?

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.

5.5 Dispositions of Citizenship

Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?

5.5.1 Describe dispositions people think 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 dispositions 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 for 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.

C6 CITIZENSHIP IN ACTION

6.1 Civic Inquiry and Public Discourse

Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?

6.1.1 Identify and research various viewpoints on significant public policy issues.

6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

6.1.3 Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.

6.1.4 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.

6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.

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 how, when, and where 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); evaluate the effectiveness of these methods of participation.

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.

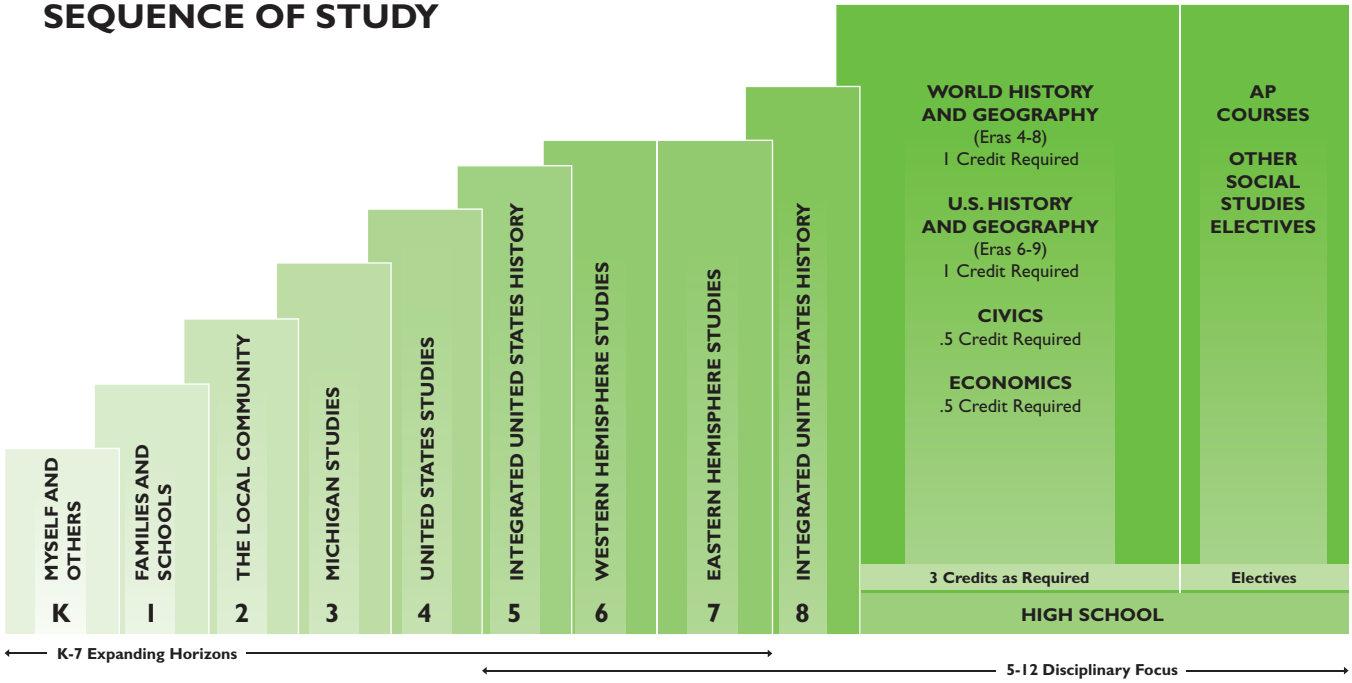
6.2.11 Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.

[1]Note: 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.

Michigan High School Social Studies

ECONOMICS

SEQUENCE OF STUDY



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MICHIGAN Department of Education

ECONOMICS

Understanding economics – what some people call "economic literacy" – is becoming essential for citizens in our national and increasingly interconnected world economy. Increasingly, 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 the expectations will understand how economies function and how to 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."

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 and focused around four content areas: The Market Economy; The National Economy; the International Economy; and Personal Finance.

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 in the market economy; the influence on prices and supplies of the interaction of buyers and sellers; and 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 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.

Content in Personal Finance includes the role of economic concepts in understanding personal finance issues and in creating personal finance strategies.

Using the Economics HSCE: Things to Remember

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

Uses economics thinking – All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using economics 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 and definitions is essential for economics study, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.

Requires active, economic inquiry – In using economics concepts and habits of mind, students should engage in active, disciplined inquiry, analysis and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use economics to understand and participate in the world around us. This calls upon students to frame important economic problems and questions; to locate and analyze appropriate evidence and data; and to apply economic concepts and principles to build reasoned and evidenced-based interpretations, arguments, or decisions. In short, economics should provide Michigan students with the kind of reason and informed decision making that will enable them to function effectively both in their personal lives and as citizens and participants in an increasingly connected world economy.

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 economic 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.

Economics Content Expectations

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 - The Market Economy
- Individual, Business, and Government Choices
- Competitive Markets
- Prices, Supply, and Demand
- Role of Government

E2 - The National Economy
- Understanding National Markets
- Role of Government in the United States Economy

E3 - International Economy
- Economic Systems
- Economic Interdependence - Trade

E4 - Personal Finance
- Decision Making

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

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
(listed on page 67)

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 – THE MARKET ECONOMY
- 1.1 Individual, Business, and Government Choices
- 1.2 Competitive Markets
- 1.3 Prices, Supply, and Demand
- 1.4 Role of Government

E2 – THE NATIONAL ECONOMY
- 2.1 Understanding National Markets
- 2.2 Role of Government in the United States Economy

E3 – INTERNATIONAL ECONOMY
- 3.1 Economic Systems
- 3.2 Economic Interdependence – Trade

E4 – PERSONAL FINANCE
- 4.1 Decision Making

Alignment of National Economics Concepts to the HSCE

E1 The Market Economy

1.1 Individual, Business, and Government Choices
- NS 1 Choices and Costs
- NS 2 Effective Decision Making
- NS 14 Entrepreneurs
- NS 17 Government Decision Making

1.2 Competitive Markets
- NS 4 Incentives
- NS 7 Markets
- NS 9 Competition

1.3 Prices, Supply, and Demand
- NS 8 Prices
- NS 14 Entrepreneurs

1.4 Role of Government
- NS 10 Role of Economic Institutions
- NS 15 Investment, Productivity, and Growth
- NS 16 Economic Role for Government
- NS 17 Government Decision Making

E2 The National Economy

2.1 Understanding National Markets
- NS 3 Resource Allocation
- NS 12 Interest Rates
- NS 13 Income
- NS 15 Investment, Productivity, and Growth
- NS 19 Unemployment and Inflation

2.2 Role of Government in the United States Economy
- NS 11 Money
- NS 16 Economic Role for Government
- NS 17 Government Decision Making
- NS 18 Gross Domestic Product
- NS 20 Fiscal and Monetary Policies

E3 International Economy

3.1 Economic Systems
- NS 16 Economic Role for Government
- NS 17 Government Decision Making

3.2 Economic Interdependence – Trade
- NS 5 Voluntary Exchange
- NS 6 Benefits of Trade
- NS 7 Markets
- NS 15 Investment, Productivity, and Growth

General Social Studies Knowledge, Processes, and Skills

General Social Science Knowledge – embedded in economics standards and expectations

K1.1 Know the defining characteristics of the discipline of economics.
K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms and limitations of economics.
K1.3 Understand and analyze economic relationships, patterns, and trends.
K1.4 Understand economic perspectives.
K1.5 Understand the diversity of human beings and human cultures.
K1.6 Analyze events and circumstances from the vantage point of others.
K1.7 Understand social problems, social structures, 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 economics.

Social Studies Procedures and Skills – embedded in economics 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.*

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 – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*

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 (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

P4 Citizen Involvement

P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
P4.3 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

ECONOMICS

E1 THE MARKET ECONOMY

1.1 Individual, Business, and Government Choices

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

1.1.1 **Scarcity, Choice, Opportunity Costs, and Comparative Advantage** – Using examples, explain how scarcity, choice, opportunity costs affect decisions that households, businesses, and governments make in the market place and explain how comparative advantage creates gains from trade.

1.1.2 **Entrepreneurship** – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.

1.2 Competitive Markets

Analyze how the functions and constraints of business structures, the role of price in the market, and relationships of investment to productivity and growth, impact competitive markets.

1.2.1 **Business Structures** – Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households.

1.2.2 **Price in the Market** – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.

1.2.3 **Investment, Productivity and Growth** – Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these influence the market.

1.3 Prices, Supply, and Demand

Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.

1.3.1 **Law of Supply** – Explain the law of supply and 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.

1.3.2 **Law of Demand** – Explain the law of demand and 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.

1.3.3 **Price, Equilibrium, Elasticity, and Incentives** – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.

1.4 Role of Government in the Market

Describe the varied ways government can impact the market through policy decisions, protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions.

1.4.1 **Public Policy and the Market** – Analyze the impact of a change in public policy (such as an increase in the minimum wage, a new tax policy, or a change in interest rates) on consumers, producers, workers, savers, and investors.

1.4.2 **Government and Consumers** – 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.

1.4.3 **Government Revenue and Services** – Analyze the ways in which local and state governments generate revenue (e.g., income, sales, and property taxes) and use that revenue for public services (e.g., parks and highways).

1.4.4 **Functions of Government** – Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, regulation of labor (e.g., minimum wage, child labor, working conditions), and the promotion of economic growth and security.

1.4.5 **Economic Incentives and Government** – Identify and explain how monetary and non-monetary incentives affect government officials and voters and explain how government policies affect the behavior of various people including consumers, savers, investors, workers, and producers.

E2 THE NATIONAL ECONOMY OF THE UNITES STATES OF AMERICA

2.1 Understanding National Markets

Describe inflation, unemployment, output, and growth, and the factors that cause changes in those conditions, and describe the role of money and interest rates in national markets.

2.1.1 **Income** – Describe how individuals and businesses earn income by selling productive resources.

2.1.2 **Circular Flow and the National Economy** – Using the concept of circular flow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and non-government agencies in the economy of the United States.

2.1.3 **Financial Institutions and Money Supply** – Analyze how decisions by the Federal Reserve and actions by financial institutions (e.g., commercial banks, credit unions) regarding deposits and loans, impact the expansion and contraction of the money supply.

2.1.4 **Money Supply, Inflation, and Recession** – Explain the relationships between money supply, inflation, and recessions.

2.1.5 **Gross Domestic Product (GDP) and Economic Growth** – Use GDP data to measure the rate of economic growth in the United States and identify factors that have contributed to this economic growth

2.1.6 **Unemployment** – Analyze the character of different types of unemployment including frictional, structural, and cyclical.

2.1.7 **Economic Indicators** – 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.

2.1.8 **Relationship Between Expenditures and Revenue (Circular Flow)** – Using the circular flow model, explain how spending on consumption, investment, government and net exports determines national income; explain how a decrease in total expenditures affects the value of a nation's output of final goods and services.

2.1.9 **American Economy in the World –** 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. *(National Geography Standard 11, p. 206)*

2.2 Role of Government in the United States Economy

Analyze the role of government in the United States economy by identifying macroeconomic goals; comparing perspectives on government roles; analyzing fiscal and monetary policy; and describing the role of government as a producer and consumer of public goods and services. Analyze how governmental decisions on taxation, spending, protections, and regulation impact macroeconomic goals.

2.2.1 **Federal Government and Macroeconomic Goals** – Identify the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).

2.2.2. **Macroeconomic Policy Alternatives** – Compare and contrast differing policy recommendations for the role of the Federal government in achieving the macroeconomic goals of stable prices, low unemployment, and economic growth.

2.2.3 **Fiscal Policy and its Consequences** – 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.

2.2.4 **Federal Reserve and Monetary Policy** – 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.

2.2.5 **Government Revenue and Services** – Analyze the ways in which governments generate revenue on consumption, income and wealth and use that revenue for public services (e.g., parks and highways) and social welfare (e.g., social security, Medicaid, Medicare).

E3 THE INTERNATIONAL ECONOMY

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 **Major Economic Systems** – Give examples of and analyze the strengths and weaknesses of major economic systems (command, market and mixed), including their philosophical and historical foundations (e.g., Marx and the Communist Manifesto, Adam Smith and the Wealth of Nations). *(National Geography Standard 11, p. 206)*

3.1.2 **Developing Nations** – Assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights and free trade can affect economic growth in developing nations. *(National Geography Standards 1 and 4, pp. 184 and 190)*

3.1.3 **International Organizations and the World Economy** – Evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and the developed economies of the United States and Western Europe. *(National Geography Standard 11, p. 206)*

3.1.4 **GDP and Standard of Living** – 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. *(National Geography Standard 11, p. 206)*

3.1.5 **Comparing Economic Systems** – Using the three basic economic questions (e.g., what to produce, how to produce, and for whom to produce), compare and contrast a socialist (command) economy (such as North Korea or Cuba) with the Capitalist as a mixed, free market system of the United States. *(National Geography Standard 11, p. 206)*

3.1.6 **Impact of Transitional Economies** – Analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular. *(National Geography Standard 11, p. 206)*

3.2 Economic Interdependence – Trade

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

3.2.1 **Absolute and Comparative Advantage** – Use the concepts of absolute and comparative advantage to explain why goods and services are produced in one nation or locale versus another. *(National Geography Standard 11, p. 206)*

3.2.2 **Domestic Activity and World Trade** – Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade. *(National Geography Standard 11, p. 206)*

3.2.3 **Exchange Rates and the World Trade** – Describe how interest rates in the United States impact the value of the dollar against other currencies (such as the Euro), and explain how exchange rates affect the value of goods and services of the United States in other markets. *(National Geography Standard 11, p. 206)*

3.2.4 **Monetary Policy and International Trade** – Analyze how the decisions made by a country's central bank (or the Federal Reserve) impact a nation's international trade. *(National Geography Standard 13, p. 210)*

3.2.5 **The Global Economy and the Marketplace** – Analyze and describe how the global economy has changed the interaction of buyers and sellers, such as in the automobile industry. *(National Geography Standard 13, p. 210)*

E4 PERSONAL FINANCE[1]

4.1 Decision Making

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

4.1.1 **Scarcity and Opportunity Costs** – Apply concepts of scarcity and opportunity costs to personal financial decision making.

4.1.2 **Marginal Benefit and Cost** – Use examples and case studies to explain and evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions.

4.1.3 **Personal Finance Strategy** – Develop a personal finance strategy for earning, spending, saving and investing resources.

4.1.4 **Key Components of Personal Finance** – Evaluate key components of personal finance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing (e.g., 401K, IRAs), and insurance.

4.1.5 **Personal Decisions** – Use a decision-making model (e.g., stating a problem, listing alternatives, establishing criteria, weighing options, making the decision, and evaluating the result) to evaluate the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.

4.1.6 **Risk Management Plan** – Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).

[1]The Personal Finance expectations should be included in high school Economics and other elementary, middle, and high school courses.

MICHIGAN Department of Education
Office of School Improvement

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