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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.

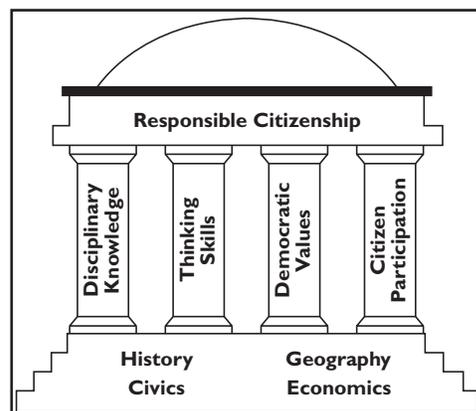
IN 2002, THE MICHIGAN STATE BOARD OF EDUCATION ADOPTED THE POLICY ON LEARNING EXPECTATIONS. THESE EXPECTATIONS AND THE HIGH SCHOOL CONTENT EXPECTATIONS ARE INTENDED TO WORK TOGETHER TO PREPARE MICHIGAN'S STUDENTS TO FACE NEW CHALLENGES IN AN EVER-CHANGING WORLD, AND PROVIDE THEM WITH THE KNOWLEDGE AND 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

THE GOALS OF SOCIAL STUDIES:

- THINK AND COMMUNICATE CRITICALLY
- LEARN AND CONSIDER ISSUES COLLABORATIVELY
- LEARN INDEPENDENTLY
- CREATE KNOWLEDGE
- ACT ETHICALLY



ACTIVE RESPONSIBLE CITIZENS

Our constitutional ~~democracy~~ REPUBLIC requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction should provide activities that actively engage students so they simultaneously learn about civic participation while being 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)

INTRODUCTION: PURPOSE OF THE STANDARDS REVISION AND REVIEW PROCESS

The Michigan Department of Education (MDE) has conducted a review and update of Michigan’s Content Standards for K-12 Social Studies. The purpose of this review was to update the existing standards that were adopted in 2007 by the Michigan State Board of Education.

The charge given to the review teams was to use the College, Career, and Civic Life (C3) Framework for State Standards developed by the National Council for the Social Studies to update Michigan’s Social Studies K-12 Content Standards. The C3 was to be used as a lens to review, confirm, or revise Michigan Social Studies Content Standards so that they are fewer, clearer, and higher. In addition, the review teams were charged to incorporate issues of civil rights along with other modifications suggested based on close to a decade’s worth of experience using the 2007 Michigan Content Standards.

The C3 framework has been developed by the National Council for the Social Studies in conjunction with major disciplinary organizations and 28 states including Michigan. In the C3 Framework, the call for students to become more prepared for the challenges of career and college is united with a third critical element: preparation for civic life. Advocates of citizenship education encompass the political spectrum, but they are bound by a common belief that our democratic republic will not be sustained unless students are aware of their changing cultural and physical environments; know the past; read, write and think deeply; and act in ways that promote the common good. There will always be differing perspectives on these objectives. However, the goal of knowledgeable, thinking, and active citizens is universal.

The purpose of the C3 framework is to provide guidance for reviewing and updating state social studies standards. It is divided into two sections: K-8 and High School.

The C3 framework is organized around an “Arc of Inquiry,” consisting of four dimensions. The four dimensions are:

Dimension 1: Developing questions and planning inquiries

Dimension 2: Applying disciplinary concepts and tools

Dimension 3: Evaluating Sources and Using Evidence

Dimension 4: Communicating conclusions and taking informed action

The C3 Framework reinforces the idea that the development of critical thinking skills is at the heart of the social studies. The C3 Framework was most helpful in suggesting how Michigan’s Process skills could be better integrated into the Michigan Social Studies Framework.

In Michigan, Dimension 2 of the C3 – “Applying disciplinary concepts and tools” – is integrated into the Grade Level Content Expectations (GLCEs) and the High School Content Expectations (HSCEs). The other three dimensions are represented in Michigan’s Process Standards, which are organized into four groups.

Process Standards Group 1: Reading and Communication.

Process Standards Group 2: Inquiry, Research, and Analysis

Process Standards Group 3: Public Discourse and Decision Making

Process Standards Group 4: Citizen Involvement

Michigan’s Process Standards correspond well with the C3 Arc of Inquiry and include a strong emphasis on continuing to develop reading, information processing, and communication skills consistent with English Language Arts and Mathematics Content Standards.

Process standards are developed at some level in all social studies classes. Grade level-appropriate sets of standards are included for all grades.

The task of aligning the curriculum is to integrate the Process Standards with the Content Standards, to meet the unique needs of students and make the best use of teachers while still helping every student learn basic content and skills.

CORE VALUES - INTRODUCTION

“WE HAVE IT IN OUR POWER TO BEGIN THE WORLD OVER AGAIN.” THOMAS PAINE INTRODUCED THE GREAT AMERICAN EXPERIMENT WITH ANTICIPATION OF WHAT MIGHT HAPPEN NEXT. WHEN

FRAMING THEIR HOPES FOR A NEW WORLD, THE FOUNDING GENERATION KEPT ONE EYE ON THE PAST AND ONE ON THE FUTURE. AS THEY ADVOCATED FOR AND CREATED NEW GOVERNANCE, THE DOCUMENTS ESTABLISHED MIRRORED THE BELIEFS OF THOSE WHO FORMED THEM. THE HISTORICAL MOMENTS WHICH SPARKED A REVOLUTION AROSE FROM MULTITUDES OF EXPERIENCES RESULTING IN NUMEROUS, OFTEN CONFLICTING PERSPECTIVES. PUTTING ASPIRATIONS, GOALS, AND LAW TO PAPER, THE DECLARATION OF INDEPENDENCE, THE PREAMBLE TO THE CONSTITUTION, THE ARTICLES OF THE CONSTITUTION, THE BILL OF RIGHTS AND OTHER AMENDMENTS TO THE CONSTITUTION RESPECTIVELY ILLUSTRATE HOW, EVEN IN A CONTEST OF COMPETING IDEAS AND IDEALS, PEOPLE MAY COME TOGETHER UNITED IN HOPE FOR A BETTER SOCIETY. IN SPITE OF, OR PERHAPS BECAUSE OF, THIS TENSION THESE FOUNDING DOCUMENTS ENDURE.

MOST PEOPLE AND SOCIETIES HAVE PROFESSED ADHERENCE TO UNIVERSAL VALUES SUCH AS JUSTICE, TRUTH AND PATRIOTISM. OFTEN, THESE ARE ONLY WORDS WITH NO BINDING POWER. THE FOUNDING GENERATION OF THE UNITED STATES TOOK THE BOLD STEP OF MOVING BEYOND RHETORIC AND ESTABLISHING A NEW NATION FOUNDED ON CORE VALUES, EXPRESSING THESE VALUES IN DOCUMENTS, BINDING UPON BOTH THE GOVERNED AND THE GOVERNMENT. EACH NEW GENERATION MUST COME TO UNDERSTAND AND INTERPRET THESE VALUES, ACKNOWLEDGING THE HISTORICAL STRAIN AND TENSION OF OPPOSITIONAL OR ADVERSARIAL IDEAS FOUND IN THE DOCUMENTS THEMSELVES. THIS TENSION IS BEST SEEN AS SYMBIOTIC AND PRODUCTIVE AS IT FOSTERS DELIBERATIVE, ENERGETIC DECISION-MAKING - BOTH THEN AND NOW. RICH DEBATE IS THE LEGACY OF THE FOUNDING AND SUCH TENSIONS INFUSE OUR DISCOURSE AND OUR ASPIRATIONS TODAY. SURFACING A LIST OF CORE VALUES COMPELS CONSIDERATION OF SUCH QUESTIONS AS:

- HOW MIGHT THE TENSION BETWEEN LIFE AND LIBERTY BALANCE AGAINST THE DESIRE FOR SECURITY IN AN OPEN SOCIETY?
- HOW MIGHT THE WILL OF THE MAJORITY UPHOLD OR INFRINGE UPON RIGHTS OF THE UNENFRANCHISED, DISENFRANCHISED, OR UNDERREPRESENTED?
- IN WHAT WAYS MIGHT THE UNITED STATES OF AMERICA REFLECT CHARACTERISTICS OF BOTH DIRECT DEMOCRACY AND THAT OF A REPRESENTATIVE REPUBLIC? WHAT ARE BEST FORMS OF REPRESENTATION?
- WHAT CIVIC SKILLS ARE NECESSARY FOR VIBRANT CONSTITUTIONAL DEMOCRACIES AND HOW MIGHT SCHOOLS CULTIVATE HEALTHY CIVIC VIRTUE?

AS EDUCATORS, ADMINISTRATORS, AND INVESTED COMMUNITY MEMBERS, OUR BEST WORK WILL STAND ON THE SHOULDERS OF THE FOUNDERS AND PROMOTE WAYS IN WHICH DIVERGENT IDEAS HAVE AND CONTINUE TO BE THE BEDROCK OF THE AMERICAN POLITY. OUR BEST WORK WILL PROVIDE A VOCABULARY FOR UNDERSTANDING MODERN ISSUES BY TRACING THEIR ROOTS IN HISTORY AND EXPERIENCE. OUR BEST WORK WILL PROMISE OPPORTUNITIES TO DEVELOP THE CIVIL, DELIBERATIVE, AND ADVOCACY SKILLS TO ENGAGE IN A DEMOCRATIC MARKETPLACE OF IDEAS AND POLICY. IN LIGHT OF MUCH OF THE CONTENTIOUS DISCOURSE TODAY, IT IS PARTICULARLY IMPORTANT THAT WE ASPIRE TO TEACH STUDENTS THE HISTORY, CIVIC KNOWLEDGE, CIVIC SKILLS, AND CIVIC DISPOSITIONS NECESSARY FOR CONTINUOUS CIVIC AND CIVIL REFLECTION.

THESE CORE VALUES WILL PROVIDE A LENS THROUGH WHICH STUDENTS CAN INVESTIGATE MODERN ISSUES WHILE GROUNDING THOSE CONTROVERSIES IN THEIR HISTORICAL CONTEXT. IN THE RENDERING BELOW, MANY COMPETING VALUES ARE POSITIONED SIDE-BY-SIDE, INVITING LEARNERS NOT ONLY TO BE CURIOUS AS TO THE TENSION BUT TO INQUIRE HOW AND WHY THE RELATED PARADOX IN THE ISSUE MAY BE TRUE. THE PAIRINGS ARE NOT EXCLUSIVE; OTHER TENSIONS BETWEEN VALUES EXIST AND MAY BE APPLICABLE WHEN DISCUSSING VARIOUS ISSUES. LEARNERS MAY THEN INVESTIGATE THEIR OWN POSITION AND THOUGHT WITHIN (AND MAYBE EVEN OUTSIDE) THOSE VALUES. CONFRONTING THE MULTI-DIMENSIONAL QUALITY OF THESE VALUES IS AUTHENTIC AND RESONATES WITH THE COMPLEXITIES OF LIFE IN AND OUTSIDE THE CLASSROOM. THIS PRACTICE PROMOTES VIBRANT AND ENTHUSIASTIC DIALOGUE UNITING CIVIC LIFE FOR A MORE PERFECT UNION.

CORE VALUE SOURCE

D: DECLARATION OF INDEPENDENCE

P: PREAMBLE TO THE UNITED STATES CONSTITUTION

C: THE UNITED STATES CONSTITUTION AND ITS AMENDMENTS (REFERENCE TO SPECIFIC ARTICLES IS INCLUDED WHERE HELPFUL)

CORE VALUES**RULE OF LAW AND CONSTITUTIONALISM (D, P, C)**

BOTH THE GOVERNED AND THE GOVERNMENT ARE BOUND BY THE WRITTEN CONSTITUTION OF THE UNITED STATES OF AMERICA (THE SUPREME LAW OF THE LAND), DULY ENACTED LAWS, AND JUDICIAL RULINGS.

GENERAL WELFARE (P, C ARTICLE 1)

THE PEOPLE ESTABLISHED THE CONSTITUTION IN PART TO PROMOTE THE GENERAL WELFARE, ACKNOWLEDGING THAT UNALIENABLE RIGHTS ARE NOT ABSOLUTE.

INDIVIDUAL RIGHTS (D, C)

INDIVIDUALS HAVE UNALIENABLE RIGHTS (INCLUDING LIFE, LIBERTY AND THE PURSUIT OF HAPPINESS) NOT GRANTED BY GOVERNMENT. RATHER, GOVERNMENT IS INSTITUTED TO PROTECT THOSE RIGHTS AND GOVERNMENT IS LIMITED TO PREVENT VIOLATION OF THOSE RIGHTS.

EQUALITY (D, C)

ALL INDIVIDUALS HAVE EQUAL UNALIENABLE RIGHTS, ARE EQUAL BEFORE THE LAW, AND SHOULD POSSESS EQUALITY OF OPPORTUNITY.

POPULAR SOVEREIGNTY (D, P, C ARTICLES 1-2, 5)

THE PEOPLE ARE THE SOURCE OF GOVERNMENTAL AUTHORITY.

LIMITED GOVERNMENT (P, C ARTICLE 1-4)

REPRESENTATIVE GOVERNMENT IS LIMITED IN THE EXERCISE OF AUTHORITY BECAUSE IT ADHERES TO PRINCIPLES OF THE CONSTITUTION INCLUDING FEDERALISM, ENUMERATED POWERS, CHECKS AND BALANCES AND SEPARATION OF POWERS.

RIGHT TO ALTER OR ABOLISH GOVERNMENT (D, C ARTICLES 5, 7)

THE PEOPLE ARE THE SOURCE OF GOVERNMENTAL AUTHORITY.

CONSTITUTIONAL LOYALTY (P, C ARTICLE 6)

THOSE INDIVIDUALS ENTRUSTED WITH GOVERNMENTAL POWER SHOULD ACT IN THE INTERESTS OF PRESERVING THE CORE VALUES AND PRINCIPLES OF THE CONSTITUTION NOW AND FOR POSTERITY.

A MORE PERFECT UNION (P, ARTICLE 5, AMENDMENTS)

WE THE PEOPLE ARE UNIFIED UNDER LAW IN CONTINUOUS PURSUIT OF THE CORE VALUES. THE CORE VALUES DO NOT CHANGE; INTERPRETATION, EXPRESSION, AND IMPLEMENTATION OF THE CORE VALUES MAY CHANGE AS DEMONSTRATED BY AMENDMENTS TO THE CONSTITUTION.

MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES (K-8)

The purpose of social studies instruction is to develop social understanding and civic efficacy. The GLCE balance disciplinary content with processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. These methods in the 2007 Standards fit well with the Four Dimensions of the C3 Framework.

2007 Standards	C3 Framework
acquiring, organizing, and presenting social studies information	Dimension 2: Applying Disciplinary Concepts
conducting investigations on social studies questions	Dimension 1: Developing Questions & Planning Inquiries
analyzing public issues in various communities	Dimension 3: Evaluating Sources
engaging in constructive conversation around social studies topics	Dimension 4: Communication Conclusions
composing cohesive essays expressing a position on public issues	Dimension 4: Communication Conclusions
participating constructively as community members	Dimension 4: Taking Informed Action

The K-12 Social Studies GLCE were developed to meet the following criteria:

Rigor

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

Clarity

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

Specificity

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

Focus

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

Progression

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

Coherence

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

UNDERSTANDING SOCIAL STUDIES GLCE CODING

Each Social Studies GLCE is made up of four parts: the grade, the standard category, the standard, and the expectation. ~~Teachers will be happy to know this coding system has not changed from the 2007 standards.~~ IN GRADES K-4, WHAT IS DESCRIBED BY THE "STANDARD CATEGORY" IS BY DISCIPLINE; IN GRADE 5 THROUGH HIGH SCHOOL, "STANDARD CATEGORY" IS DESCRIBED BY TOPIC. AS A RESULT, K-4 EXPECTATIONS ARE ORGANIZED USING THE STANDARDS CATEGORIES, AND DO NOT USE THE STANDARD CODES LISTED IN THE K-12 ORGANIZATIONAL CHART.

6 - E 2.3.1

Grade Standard Category Standard Expectation

K-4 Expectations are organized by discipline and standard category, standard, and expectation.

Kindergarten example K - G1.0.2 = Kindergarten, 1st Geography Standard Category, 2nd Expectation

4th Grade example 4 - C5.0.3 = Grade 4, 5th Civics Standard Category, 3rd Expectation

(The "0" is used as a place holder and indicates that K-4 expectations are organized using the standards categories, and do not use the standard codes listed in the K-12 organizational chart.)

5th and 8th grades focus on an integrated study of United States history. The expectations are organized by U.S. History and Geography (USHG) Era. The code indicates the era, the standard, and the expectation.

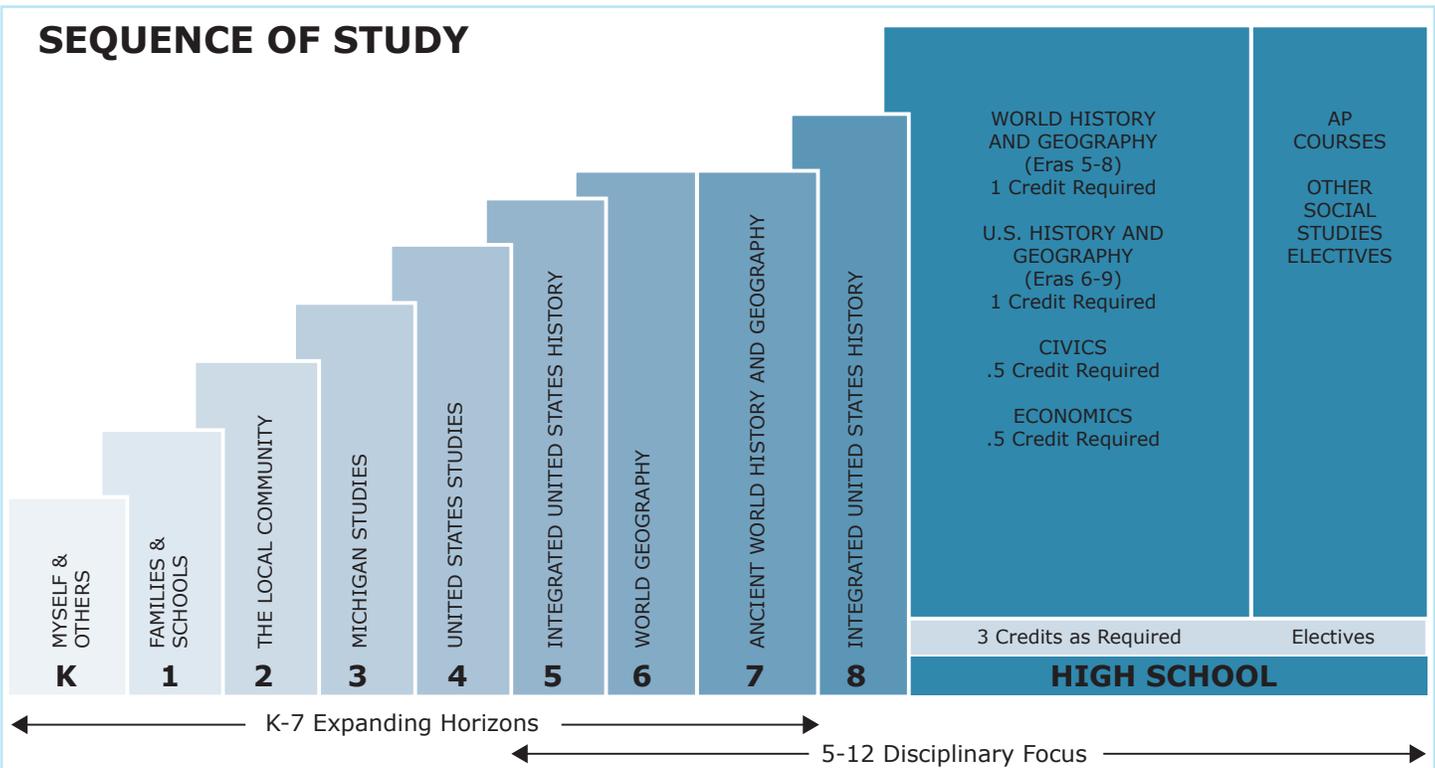
5th Grade example 5 - U3.2.1 = Grade 5, 3rd USHG Era, 2nd Standard, 1st Expectation

6th and 7th grades focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography [WHG] Era), standard, and expectation.

6th Grade example 6 - G4.4.1 = Grade 6, 4th Geography Standard Category, 4th Standard, 1st Expectation

7th Grade example 7 - W2.1.5 = Grade 7, 2nd WHG Era, 1st Standard, 5th Expectation

~~A parenthesis at the end of an expectation presents a reference to the National Geography Standards or the civics, economics, or history standards that are used in the document (C1, E3, etc.,). The references indicate integration of the content.~~



USING THE K-8 SOCIAL STUDIES GLCE

USING THE K-8 SOCIAL STUDIES GLCE: THINGS TO REMEMBER

Several considerations are important as teachers use the GLCE to plan instruction.

- Integrate acquisition of content (in the GLCEs) with process and skill development. Development of basic skills in interpreting text, data, graphs and maps in elementary and middle schools is important for success in high school. Development of basic citizenship and discussion skills, while never tested on state exams, is none the less critical for success in and out of high school.
- Active social studies inquiry is essential. The Arc of Inquiry from College, Career, and Civic Life (C3) is a description of a process that helps students develop the kind of reasoned and informed decision-making skills needed for active participation in American society. Using the Arc of Inquiry begins with the development of compelling questions. Exemplars for the use of compelling questions will be included in the instructional material being developed to accompany the revised standards.
- GLCEs are content guides, not curriculum organizers. GLCEs do not specify lessons, units, or a curriculum sequence. World Geography can be taught regionally or thematically. History can be taught past to present, or present to past. One teacher may develop a community activity at the beginning of the year to help develop a sense of purpose, and another might wait until year's end as part of a capstone project.
- ON NUMEROUS OCCASIONS, THE EXPECTATIONS WILL INCLUDE EXAMPLES TO HELP CLARIFY TEACHABLE CONTENT. THESE SPECIFIC EXAMPLES ARE SUGGESTIONS. EDUCATORS MAY USE OTHER EXAMPLES TO MEET THE EXPECTATIONS OR TO GUIDE INSTRUCTION AND THE CREATION OF LOCAL CURRICULUM AND RESOURCES. THE EXAMPLES ARE NOT REQUIRED CONTENT BUT MAY APPEAR IN A PROMPT OF AN ASSESSMENT QUESTION; HOWEVER, THE FOCUS OF A STATE SUMMATIVE ASSESSMENT QUESTION WILL BE THE LANGUAGE AND CONTENT OF THE EXPECTATION ITSELF.
- ~~GLCEs differentiate between required and suggested content. THIS DOCUMENT INCLUDES SUGGESTIONS FOR LOCAL CURRICULUM. Content in parentheses with an e.g. are intended as examples to clarify and are not required content. In addition, many e.g.s and bulleted points in the previous standards have been moved to appendices. These THE RIGHT COLUMN-TITLED, "SUGGESTIONS FOR LOCAL CURRICULUM" might be used in the prompt of an assessment question, but will not be the focus of a question; THE FOCUS OF AN ASSESSMENT QUESTION WILL BE THE LANGUAGE AND CONTENT OF THE EXPECTATION ITSELF.~~

K-4 OVERVIEW

K-4 Grade-Specific Contexts		
Kindergarten	Myself and Others	Using a familiar context for five- and six-year-olds, kindergartners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of “Myself and Others.”
First	Families and Schools	Students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of school and families. This is the students’ first introduction to social institutions.
Second	The Local Community	Students continue the integrative approach to social studies through the context of the local community. Students are introduced to a social environment larger than their immediate surroundings.
Third	Michigan Studies	Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies.
Fourth	United States Studies	Using the context of the state of Michigan post-statehood and the United States, fourth-grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics organized by topic, region, or issue.

K-4 Social Studies Overview Chart				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
<p>Living and Working Together Use historical thinking to understand the past in the local community.</p> <p>Michigan History Use historical thinking to understand the past in Michigan.</p>	<p>The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>Places and Regions Understand how regions are created from common physical and human characteristics.</p> <p>Human Systems Understand how human activities help shape the Earth’s surface.</p> <p>Environment and Society Understand the effects of human-environment interactions.</p>	<p>Purposes of Government Explain why people create governments.</p> <p>Core Values and Principles of American Democracy, A CONSTITUTIONAL REPUBLIC Understand values and principles of American constitutional democracy REPUBLIC.</p> <p>Structure and Function of Government Describe the structure of government in the United States and how it functions to serve citizens.</p> <p>Role of the Citizen in American Democracy, A CONSTITUTIONAL REPUBLIC Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p>	<p>Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.</p> <p>International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.</p>	<p>Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>Persuasive Communication Communicate a reasoned position on a public issue.</p> <p>Citizen Involvement Act constructively to further the public good.</p>

SOCIAL STUDIES PROCESS AND SKILLS: GRADES K-4

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

P1.2 Differentiate between primary and secondary documents.

P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

P1.4 Identify point of view and bias.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Use compelling and supporting questions to investigate social studies problems.

P2.2 Differentiate between compelling questions and supporting questions.

P2.3 Use supporting questions to help answer compelling social studies questions.

P2.4 Know how to find relevant evidence from a variety of sources.

P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 State an issue as a question of public policy and discuss possible solutions from different perspectives.

P3.2 Apply core **democratic** values or constitutional principles to support a position on an issue.

P3.3 Construct an argument and justify a decision supported with evidence.

P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

P4 CITIZEN INVOLVEMENT

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

P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

P4.3 Explain different strategies students and others could take to address problems and predict possible results.

P4.4 Use democratic procedures to make decisions on civic issues in the school or classroom.

SOCIAL STUDIES CONTENT EXPECTATIONS: KINDERGARTEN

~~NOTE: THIS DOCUMENT INCLUDES SUGGESTIONS FOR LOCAL CURRICULUM. CONTENT IN THE RIGHT COLUMN TITLED, "EXAMPLES SUGGESTIONS FOR LOCAL CURRICULUM," MIGHT BE USED IN THE PROMPT OF AN ASSESSMENT QUESTION; HOWEVER, THE FOCUS OF AN ASSESSMENT QUESTION WILL BE THE LANGUAGE AND CONTENT OF THE EXPECTATION ITSELF.~~

Examples ~~Suggestions for~~ Local Curriculum

History

H2 Living and Working Together

Use historical thinking to understand the past.

K - H2.0.1 Distinguish among ~~yesterday, today, tomorrow~~ THE PAST, PRESENT, AND FUTURE.

K - H2.0.2 Create a timeline using events from their own lives (~~e.g., birth, crawling, walking, loss of first tooth, first day of school~~).

~~K - H2.0.3 Identify the beginning, middle, and end of historical narratives or stories.~~

K - H2.0.43 Describe ways people learn about the past (~~e.g., photos, artifacts, diaries, stories, videos~~).

K - H2.0.2 e.g., birth, crawling, walking, loss of first tooth, first day of school

K - H2.0.3 e.g., photos, artifacts, diaries, stories, videos

Geography

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

K - G1.0.1 Recognize that maps and globes represent places.

K - G1.0.2 Use ~~environmental~~ directions or positional words (~~up/down, in/out, above/below~~) to identify significant locations in the classroom.

K - G1.0.2 e.g., up/down, in/out, above/below

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

K - G2.0.1 Identify and describe places in the immediate environment (~~e.g., classroom, home, playground~~).

K - G2.0.1 e.g., classroom, home, playground

G5 Environment and Society

Understand the effects of human-environment interactions.

K - G5.0.1 Describe ways ~~people use~~ IN WHICH the environment ~~to meet~~ PROVIDES FOR BASIC human needs and wants (~~e.g., food, shelter, clothing~~).

K - G5.0.1 e.g., food, shelter, clothing

Civics and Government

C1 Purposes of Government

Explain why people create governments.

K - C1.0.1 IDENTIFY AND EXPLAIN REASONS FOR RULES AT HOME AND IN SCHOOL.

C2 CORE Values and Principles of American Democracy, A CONSTITUTIONAL REPUBLIC

Understand THE CORE values and principles of ~~American-constitutional~~ OUR UNIQUE FORM OF democracy, CALLED A CONSTITUTIONAL REPUBLIC.

K - C2.0.1 Identify our country's flag ~~as-an-important~~ AND DESCRIBE ITS IMPORTANCE AS A symbol of the United States.

~~K—C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).~~

K - C2.0.32 Describe fair ways for groups to make decisions.

C5 Role of the Citizen in American Democracy, A CONSTITUTIONAL REPUBLIC

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in ~~government~~ CONSTITUTIONAL REPUBLIC.

K - C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility ~~(e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).~~

K - C5.0.1 e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns

Economics

E1 Market Economy

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

K - E1.0.1 Describe economic wants they have experienced.

K - E1.0.2 Distinguish between goods and services.

K - E1.0.3 Recognize situations in which people trade.

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

P3.1 Identifying and Analyzing Public Issues

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

K - P3.1.1 Identify classroom issues.

K - P3.1.2 Use simple graphs to explain information about a classroom issue.

K - P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

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

P4.2 Citizen Involvement

Act constructively to further the public good.

K - P4.2.1 Develop and implement an action plan to address or inform others about a classroom issue.

K - P4.2.2 Participate in projects to help or inform others.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE

History

H2 Living and Working Together in Families and Schools

Use historical thinking to understand the past.

1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

~~1 – H2.0.2 Use a calendar to distinguish among days, weeks, and months.~~

1 – H2.0.32 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

~~1 – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.~~

1 – H2.0.53 Use historical ~~records and artifacts (e.g., photos, diaries, oral histories, and videos)~~ SOURCES to draw possible conclusions about family or school life in the past.

1 – H2.0.64 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

1 – H2.0.75 Identify the events or people celebrated during United States national holidays and why we celebrate them ~~(e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).~~

Geography

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.

1 – G1.0.2 ~~Give examples of~~ DESCRIBE places ~~that have~~ USING absolute locations ~~(e.g., home address, school address)~~. OR RELATIVE LOCATION.

~~1 – G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.~~

1 – G1.0.43 Distinguish between landmasses (CONTINENTS) and bodies of water (OCEANS) using maps and globes.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

1 – G2.0.1 Distinguish between physical ~~(e.g., clouds, trees, weather)~~ and human ~~(e.g., buildings, playgrounds, sidewalks)~~ characteristics of places.

1 – G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions ~~(e.g., playground, reading corner, library, restroom).~~

Examples ~~Suggestions for~~ Local Curriculum

1 – H2.0.3 e.g., photos, diaries, oral histories, videos

1 – H2.0.5 e.g., Independence Day, Constitution Day, Martin Luther King Jr. Day; Presidents' Day

1 – G2.0.1 e.g., physical (clouds, trees, weather); human (buildings, playgrounds, sidewalks)

1 – G2.0.2 e.g., playground, reading corner, library, restroom

G4 Human Systems

Understand how human activities help shape the Earth's surface.

1 – G4.0.1 Use components of culture (~~e.g., foods, language, religion, traditions~~) to describe diversity in family life.

1 – G4.0.1 e.g., foods, language, religion, traditions

G5 Environment and Society

Understand the effects of human-environment interactions.

1 – G5.0.1 Describe ways in which people ARE PART OF, modify, (~~e.g., cutting down trees, building roads~~) and adapt to their physical environment (~~e.g., clothing, housing, transportation~~).

1 – G5.0.1 e.g., modify (cutting down trees, building roads); adapt (clothing, housing, transportation)

1 – G5.0.2 DESCRIBE WAYS IN WHICH THE PHYSICAL ENVIRONMENT IN A PLACE OR REGION AFFECTS PEOPLE'S LIVES.

Civics and Government**C1 Purposes of Government**

Explain why people create governments.

1 – C1.0.1 ~~Identify some reasons for rules in school (e.g., provide order, predictability, and safety).~~ EXPLAIN THE NEED FOR, AND PURPOSES OF, RULES.

1 – C1.0.2 Give examples of the use of power with authority AND POWER WITHOUT AUTHORITY in school (~~e.g., principal, teacher, or bus driver enforcing school rules~~).

~~1 – C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).~~

1 – C1.0.2 e.g., Power with authority: principal, teacher or bus driver enforcing rules; Power without authority: types of bullying, taking cuts in line

C2 CORE Values and Principles of American Democracy, A CONSTITUTIONAL REPUBLIC

Understand THE CORE values and principles of ~~American-constitutional~~ OUR UNIQUE FORM OF democracy, CALLED A CONSTITUTIONAL REPUBLIC.

1 – C2.0.1 Explain ~~how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules)~~ FAIR WAYS TO MAKE DECISIONS AND RESOLVE CONFLICTS IN THE SCHOOL COMMUNITY.

1 – C2.0.1 e.g., majority rules

1 – C2.0.2 Identify AND EXPLAIN HOW important symbols of the United States of America (~~e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle~~) REPRESENT CORE ~~DEMOCRATIC~~ VALUES AND ~~COMPARE THEM TO OTHER CIVIC VALUES~~.

1 – C2.0.2 e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle, EQUALITY, ~~CORE-VALUES~~, RULE OF LAW, UNALIENABLE RIGHTS, LIMITED GOVERNMENT, SOCIAL COMPACT THEORY, AND THE RIGHT OF ~~REVOLUTION~~ THE PEOPLE TO ALTER OR ABOLISH AN OPPRESSIVE GOVERNMENT

C5 Role of the Citizen in American Democracy, A CONSTITUTIONAL REPUBLIC

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in ~~government~~ CONSTITUTIONAL REPUBLIC.

1 – C5.0.1 Describe some responsibilities people have at home and at school (~~e.g., taking care of oneself, respect for the rights of others, following rules, and getting along with others~~).

1 – C5.0.1 e.g., taking care of oneself, respect for the rights of others, following rules, and getting along with others

1 – C5.0.2 ~~Identify~~ Describe situations in which people act as good citizens ~~in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, and honesty)~~ AND EXPLAIN HOW THOSE ACTIONS DEMONSTRATE CORE ~~DEMOCRATIC~~ VALUES.

1 – C5.0.2 e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, and honesty

Economics

E1 Market Economy

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

- 1 – E1.0.1 Distinguish between producers and consumers of goods and services.
- 1 – E1.0.2 Describe ways in which families consume goods and services.
- 1 – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- 1 – E1.0.4 Describe reasons why people voluntarily trade.
- 1 – E1.0.5 Describe ways in which people earn money (~~e.g., providing goods and services to others, jobs~~).
- 1 – E1.0.6 Describe how money simplifies trade.

1 – E1.0.5 e.g., providing goods and services to others, jobs

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

P3.1 Identifying and Analyzing Public Issues

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

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

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

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

P4.2 Citizen Involvement

~~Communicate a reasoned position on a public issue~~ ACT CONSTRUCTIVELY TO FURTHER THE PUBLIC GOOD.

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

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO

History

H2 Living and Working Together in Communities

Use historical thinking to understand the past.

2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.

2 – H2.0.2 ~~Explain why~~ USE DIFFERENT descriptions of the same event in ~~the local~~ A community ~~can be~~ AND EXPLAIN HOW AND WHY THEY ARE different.

2 – H2.0.3 ~~Use an example to describe the role of the individual in creating history~~ EXPLAIN HOW INDIVIDUALS AND GROUPS HAVE MADE A SIGNIFICANT HISTORICAL CHANGE.

2 – H2.0.4 Describe changes in the local community over time (~~e.g., types of businesses, architecture and landscape, jobs, transportation, population~~).

2 – H2.0.5 ~~Identify a problem in a community's past and describe how it was resolved~~ DESCRIBE HOW COMMUNITY MEMBERS RESPONDED TO A PROBLEM IN THE PAST.

2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (~~e.g., data gathered from local residents, artifacts, photographs~~).

Examples ~~Suggestions for~~ Local Curriculum

2 – H2.0.4 e.g., types of businesses, architecture and landscape, jobs, transportation, population

2 – H2.0.6 e.g., data gathered from local residents, artifacts, photographs

Geography

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.

2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.

2 – G1.0.3 USE MAPS TO DESCRIBE THE LOCATION OF THE LOCAL COMMUNITY WITHIN THE STATE OF MICHIGAN IN RELATION TO OTHER SIGNIFICANT PLACES IN THE STATE.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.

2 – G2.0.2 Describe how the local community is part of a larger region (~~e.g., county, metropolitan area, state~~).

2 – G2.0.2 e.g., county, metropolitan area, state

G4 Human Systems

Understand how human activities help shape the Earth's surface.

2 – G4.0.1 Describe land use in the community (~~e.g., where people live, where services are provided, where products are made~~).

2 – G4.0.1 e.g., where people live, where services are provided, where products are made

2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.

2 – G4.0.3 Use components of culture (~~e.g., foods, language, religion, traditions~~) to describe diversity in the local community.

2 – G4.0.3 e.g., foods, language, religion, traditions

G5 Environment and Society

Understand the effects of human-environment interactions.

2 – G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.

2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.

Civics and Government

C1 Purposes of Government

Explain why people create governments.

2 – C1.0.1 Explain why people form governments.

2 – C1.0.2 Distinguish between government action and private action.

C2 CORE Values and Principles of American Democracy, A CONSTITUTIONAL REPUBLIC

Understand THE CORE values and CONSTITUTIONAL principles of ~~American constitutional~~ OUR UNIQUE FORM OF democracy, CALLED A CONSTITUTIONAL REPUBLIC.

2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.

2 – C2.0.2 Describe ~~how the Pledge of Allegiance reflects the core democratic value of patriotism~~ THE PURPOSE OF THE PLEDGE OF ALLEGIANCE.

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

2 – C3.0.1 Give examples of how local governments make, enforce and interpret laws (~~ordinances~~) in the local community.

2 – C3.0.2 Use examples to describe how local government affects the lives of its citizens.

2 – C3.0.3 Identify services commonly provided by local governments (~~e.g., police, fire departments, schools, libraries, parks~~).

2 – C3.0.3 e.g., police, fire departments, schools, libraries, parks

C5 Role of the Citizen in American Democracy, A CONSTITUTIONAL REPUBLIC

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in ~~government~~ A CONSTITUTIONAL REPUBLIC.

2 – C5.0.1 Identify ways citizens participate in community decisions.

2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.

2 – C5.0.3 Design and participate in community improvement projects that help or inform others.

Economics

E1 Market Economy

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

2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.

~~2 – E1.0.2 Identify businesses in the local community.~~

2 – E1.0.32 Describe how businesses in the local community meet economic wants of consumers.

2 – E1.0.43 Describe the natural, human, and capital resources needed for production of a good or service in a community.

2 – E1.0.54 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (INTERDEPENDENCE).

2 – E1.0.5 IDENTIFY THE BENEFITS AND COSTS OF PERSONAL DECISION MAKING.

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

P3.1 Identifying and Analyzing Public Issues

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

2 – P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.

2 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.

2 – P3.1.3 Give examples of how conflicts over core **democratic** values lead people to differ on resolutions to a public policy issue in the local community.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

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

P4.2 Citizen Involvement

Act constructively to further the public good.

2 – P4.2.1 Develop and implement an action plan to address or inform others about a **public** community issue.

2 – P4.2.2 Participate in projects to help or inform others.

2 - P3.1.3 E.G., EQUALITY, **CORE VALUES**, RULE OF LAW, LIMITED GOVERNMENT, SOCIAL COMPACT THEORY, POPULAR SOVEREIGNTY, AND THE RIGHT OF **REVOLUTION** THE PEOPLE TO ALTER OR ABOLISH AN OPPRESSIVE GOVERNMENT

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE

History

H3 History of Michigan (Through Statehood)

Use historical thinking to understand the past.

3 – H3.0.1 Identify questions historians ask in examining the past in Michigan (~~e.g., What happened? When did it happen? Who was involved? How and why did it happen?~~).

3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.

3 – H3.0.3 Describe the causal relationships among three events in Michigan’s past (~~e.g., Erie Canal, more people came, statehood~~).

3 – H3.0.4 Draw upon traditional stories AND/OR TEACHINGS of ~~American Indians (e.g., Anishinaabeg—Ojibwa (Chippewa), Odawa (Ottawa), Pottawatomie; Menominee; Huron Indians)~~ INDIGENOUS PEOPLES who lived in Michigan in order to make generalizations about their beliefs AND HISTORIES.

3 – H3.0.5 Use informational text and visual data to compare how ~~American Indians~~ INDIGENOUS PEOPLE and ~~settlers~~ NON-INDIGENOUS PEOPLE in the early history of Michigan adapted to, used, and modified their environment.

3 – H3.0.6 Use a variety of sources to describe interactions that occurred between ~~American Indians~~ INDIGENOUS PEOPLES and the first European explorers and settlers in Michigan.

3 – H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.

3 – H3.0.9 Describe how Michigan attained statehood.

3 – H3.0.10 Create a timeline to sequence ~~early Michigan history (American Indians, exploration, settlement, statehood)~~ AND DESCRIBE MAJOR ERAS AND EVENTS IN MICHIGAN HISTORY.

Geography

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

3 – G1.0.1 Use cardinal directions (north, south, east, west), SCALE, AND KEY OR LEGEND to describe the relative location ~~of significant~~ AND CHARACTERISTICS OF MAJOR places in the immediate environment.

3 – G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.

3 – G1.0.3 USE A WORLD MAP TO DESCRIBE NORTH AMERICA WITH RESPECT TO THE EQUATOR AND OTHER CONTINENTS AND OCEANS, AND MICHIGAN WITHIN NORTH AMERICA.

Examples ~~Suggestions for~~ Local Curriculum

3 – H3.0.1 e.g., What happened? When did it happen? Who was involved? How and why did it happen?

3 – H3.0.3 e.g., Erie Canal, more people came, statehood

3 – H3.0.4 e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi, Menominee, Huron

3 – G1.0.3 e.g., locate Michigan with respect to the United States, the North Pole, and the Equator.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

3 – G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.

3 – G2.0.2 Describe different regions to which Michigan belongs (e.g., ~~Great Lakes Region, Midwest~~).

G4 Human Systems

Understand how human activities help shape the Earth's surface.

3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., ~~corn, cherries, dairy~~), FORESTRY, manufacturing (e.g., ~~automobiles, wood products~~), services and tourism, and research and development (e.g., ~~Automation Alley, life sciences corridor, university communities~~), and explain the factors influencing the location of these economic activities. (E)

3 – G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)

3 – G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)

3 – G4.0.4 Use data and current information about the Anishinaabeg and other ~~American Indians~~ INDIGENOUS PEOPLES living in Michigan today to describe the cultural aspects of modern ~~American Indian~~ INDIGENOUS PEOPLES' life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

G5 Environment and Society

Understand the effects of human-environment interactions.

3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.

3 – G5.0.2 Describe how people ARE A PART OF, adapt to, use, and modify the ~~natural resources~~ PHYSICAL ENVIRONMENT of Michigan.

Civics and Government**C1 Purposes of Government**

Explain why people create governments.

3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., ~~protecting individual rights, promoting the common good, ensuring equal treatment under the law~~).

C2 CORE Values and Principles of American Democracy, A CONSTITUTIONAL REPUBLIC

Understand THE CORE values and principles of ~~American-constitutional~~ OUR UNIQUE FORM OF democracy, CALLED A CONSTITUTIONAL REPUBLIC.

3 – C2.0.1 Describe how Michigan state government reflects the principle of representative government.

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

3 – G2.0.1 e.g., physical features (lakes *versus* land), land use (forest, agriculture, urban), and political (state and county boundaries)

3 – G2.0.2 e.g., Great Lakes Region, Midwest, United States, North America

3 – G4.0.1 e.g., primary industries located by natural resource; manufacturing influenced by accessibility to resources, labor, markets and capital; and services often located close to markets

3 – C1.0.1 e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law

- 3 – C3.0.1 Distinguish between the roles of state and local government
- 3 – C3.0.2 Identify ~~goods and~~ services provided by the state government and describe how they are funded (~~e.g., taxes, fees, fines~~).
- 3 – C3.0.3 Identify the three branches of state government in Michigan and the powers of each.
- 3 – C3.0.4 Explain how state courts function to resolve conflict.
- 3 – C3.0.5 Describe the purpose of the Michigan Constitution.

C5 Role of the Citizen in American Democracy, A CONSTITUTIONAL REPUBLIC

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in ~~government~~ CONSTITUTIONAL REPUBLIC.

- 3 – C5.0.1 Identify AND EXPLAIN THE rights (~~e.g., freedom of speech, freedom of religion, right to own property~~) and responsibilities of citizenship (~~e.g., respecting the rights of others, voting, obeying laws~~).

Economics

E1 Market Economy

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

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

E2 National Economy

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

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

E3 International Economy

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

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

3 – C3.0.2 e.g., taxes, fees, fines

3 – C5.0.1 e.g., rights (freedom of speech, freedom of religion, right to own property); responsibilities respecting the rights of others, voting, obeying laws)

3 – E1.0.2 e.g., sales, coupons

3 – E1.0.3 e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making

3 – E2.0.1 e.g., cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

P3.1 Identifying and Analyzing Issues

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

3 – P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.

3 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.

3 – P3.1.3 Give examples of how conflicts over core **democratic** values lead people to differ on resolutions to a public policy issue in Michigan.

3 - P3.1.3 E.G., EQUALITY, CORE VALUES, RULE OF LAW, LIMITED GOVERNMENT, SOCIAL COMPACT THEORY, POPULAR SOVEREIGNTY, AND THE RIGHT OF **REVOLUTION** THE PEOPLE TO ALTER OR ABOLISH AN OPPRESSIVE GOVERNMENT

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

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

P4.2 Citizen Involvement

Act constructively to further the public good.

3 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a **public** MICHIGAN issue.

3 – P4.2.2 Participate in projects to help or inform others.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR

History

H3 History of Michigan (Beyond Statehood)

Use historical thinking to understand the past.

4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities (AGRICULTURE, MINING, MANUFACTURING, LUMBERING, TOURISM, TECHNOLOGY, AND RESEARCH) FROM STATEHOOD TO PRESENT. ~~(G, E)~~

4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. ~~(G)~~

4 – H3.0.3 ~~Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities.~~ USE CASE STUDIES OR STORIES TO DESCRIBE THE IDEAS AND ACTIONS OF INDIVIDUALS INVOLVED IN THE UNDERGROUND RAILROAD IN MICHIGAN AND THE UNITED STATES. ~~(G, C, E)~~

4 – H3.0.4 ~~Draw upon stories, photos, etc., to compare the life of people in Michigan during a variety of time periods from 1837 to the present.~~ (G) DESCRIBE HOW THE RELATIONSHIP BETWEEN THE LOCATION OF NATURAL RESOURCES AND THE LOCATION OF INDUSTRIES (AFTER 1837) AFFECTED AND CONTINUES TO AFFECT THE LOCATION AND GROWTH OF MICHIGAN CITIES. ~~(G, E)~~

4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. ~~(E)~~

4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. ~~(G, E)~~

~~4 – H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and the Great Lakes region.~~ (G, C, E)

4 – H3.0.8 Describe past and current threats to Michigan’s natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. ~~(G, C, E)~~

~~4 – H3.0.9 Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.~~

Geography

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

4 – G1.0.1 Identify questions geographers ask in examining the United States ~~(e.g., Where it is? What is it like there? How is it connected to other places?)~~.

~~4 – G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.~~

4 – G1.0.3 Identify and describe the characteristics and purposes ~~(e.g., measure distance, determine relative location,~~

Examples ~~Suggestions for~~ Local Curriculum

4 – G1.0.1 e.g., Where it is? What is it like there? How is it connected to other places?

~~classify a region~~) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).

4 – G1.0.43 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

4 – G1.0.54 Use maps to describe elevation, climate, and patterns of population density in the United States.

4 – G1.0.5 USE HEMISPHERES, CONTINENTS, OCEANS AND MAJOR LINES OF LATITUDE TO DESCRIBE THE RELATIVE LOCATION OF THE UNITED STATES ON A WORLD MAP.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

4 – G2.0.1 Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).

4 – G2.0.2 ~~Compare~~ LOCATE AND DESCRIBE human and physical characteristics of ~~a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States~~ MAJOR UNITED STATES REGIONS AND COMPARE THEM TO THE GREAT LAKES REGION.

G4 Human Systems

Understand how human activities help shape the Earth's surface.

4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)

4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)

4 – G4.0.3 DESCRIBE SOME OF THE MOVEMENTS OF RESOURCES, GOODS, PEOPLE, JOBS AND INFORMATION TO, FROM, OR WITHIN THE UNITED STATES, AND EXPLAIN THE REASONS FOR THE MOVEMENTS.

G5 Environment and Society

Understand the effects of human-environment interactions.

4 – G5.0.1 Assess the CAUSES AND positive and negative effects CONSEQUENCES of human activities ~~on the physical environment of the United States~~ IN DIFFERENT PARTS OF THE COUNTRY.

Civics and Government

C1 Purposes of Government

Explain why people create governments.

4 – C1.0.1 Identify questions that political scientists ask, ~~in-examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?)~~

~~4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws.~~

4 – C1.0.32 Describe the purposes of government as identified in the Preamble of the United States Constitution.

4 – G1.0.2 e.g., purposes: measure distance, determine relative location, classify a region; geographic tools and technologies: globe, map, satellite image

4 – G2.0.1 e.g., political regions, land-use regions, landform regions, vegetation regions

4 – G4.0.2 e.g., forms of shelter, language, food

4 – G4.0.3 e.g., Movement of fossil fuels, clothing, retirees and refugees, manufacturing jobs, and news into and within the USA

4 – G5.0.1 e.g., St. Lawrence Seaway in the Great Lakes, dams along the Colorado River in the southwest, coastal tourism in the south, urban sprawl in the northeast, and building in earthquake zones in the west

4 – C1.0.1 e.g., What does government do? What are the basic values and principles of American democracy, A CONSTITUTIONAL REPUBLIC? What are the roles of the citizen in American democracy, A CONSTITUTIONAL REPUBLIC?

C2 CORE Values and Principles of American Democracy, A CONSTITUTIONAL REPUBLIC

Understand THE CORE values and CONSTITUTIONAL principles of ~~American constitutional~~ OUR UNIQUE FORM OF democracy, CALLED A CONSTITUTIONAL REPUBLIC.

4 – C2.0.1 Explain how the CORE VALUES AND CONSTITUTIONAL principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (~~e.g., freedom of religion, freedom of expression, freedom of press~~) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

4 – C2.0.2 ~~Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).~~ DESCRIBE HOW (1) RIGHTS GUARANTEED BY THE CONSTITUTION, AND INCLUDING THE BILL OF RIGHTS, AND (2) CORE ~~DEMOCRATIC~~ VALUES, ARE INVOLVED IN EVERYDAY SITUATIONS.

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (~~e.g., election of public officers, separation of powers, checks and balances, Bill of Rights~~).

4 – C3.0.2 Give examples of WAYS THE CONSTITUTION LIMITS THE powers ~~granted to~~ OF the federal government (~~e.g., coining of money, declaring war~~) and ~~TRIBAL GOVERNMENT, and those reserved for~~ VERSUS the state GOVERNMENTS AND INDIVIDUAL RIGHTS (~~e.g., driver's license, marriage license~~).

4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

4 – C3.0.4 Describe how the powers of the federal government are separated among the branches.

4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (~~e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments~~).

4 – C3.0.6 Describe how the president, members of the Congress, and justices of the Supreme Court come to power (~~e.g., elections versus appointments~~).

4 – C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.

C5 Role of the Citizen in American Democracy, A CONSTITUTIONAL REPUBLIC

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in a ~~government~~ CONSTITUTIONAL REPUBLIC.

4 – C5.0.1 Explain responsibilities of citizenship (~~e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror~~).

4 – C5.0.2 ~~Describe the relationship between rights and responsibilities of citizenship~~ EXPLAIN THE RIGHTS OF CITIZENSHIP, WHY RIGHTS HAVE LIMITS, AND THE RELATIONSHIP

4 – C2.0.1 e.g., freedom of religion, freedom of expression, freedom of press

4 – C2.0.2 e.g., EQUALITY, CORE VALUES, RULE OF LAW, UNALIENABLE RIGHTS, LIMITED GOVERNMENT, SOCIAL COMPACT THEORY, POPULAR SOVEREIGNTY, AND THE RIGHT OF ~~REVOLUTION~~ THE PEOPLE TO ALTER OR ABOLISH AN OPPRESSIVE GOVERNMENT

4 – C3.0.1 e.g., election of public officers, separation of powers, checks and balances, Bill of Rights

4 – C3.0.2 e.g., federal: coining of money, declaring war; states: driver's license, marriage license

4 – C3.0.5 e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments

4 – C3.0.6 e.g., elections versus appointments

4 – C5.0.1 e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror

BETWEEN RIGHTS AND RESPONSIBILITIES.

~~4 – C5.0.3 Explain why rights have limits.~~

4 – C5.0.4³ Describe ways citizens can work together to promote the CORE values and CONSTITUTIONAL principles of American democracy, A CONSTITUTIONAL REPUBLIC.

Economics

E1 Market Economy

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

~~4 – E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?)~~ A GOOD OR SERVICE MADE IN THE UNITED STATES AND ANSWER THE THREE ECONOMIC QUESTIONS ALL ECONOMIES MUST ADDRESS.

4 – E1.0.2 Describe ~~some~~ characteristics of a market economy (e.g., ~~private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization~~).

4 – E1.0.3 Describe how positive (e.g., ~~responding to a sale, saving money, earning money~~) and negative (e.g., ~~library fines, overdue video rental fees~~) incentives influence behavior in a market economy.

4 – E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).

4 – E1.0.5 Explain how specialization and division of labor increase productivity (e.g., ~~assembly line~~).^(H)

4 – E1.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., ~~supply, demand~~).

~~4 – E1.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them~~ DESCRIBE THE EXCHANGE OF GOODS AND SERVICES AND THE ROLE OF MONEY.

4 – E1.0.8 ~~Explain why public goods (e.g., libraries, roads, parks) are not privately owned~~ LIST GOODS AND SERVICES GOVERNMENTS PROVIDE IN A MARKET ECONOMY AND EXPLAIN HOW THESE GOODS AND SERVICES ARE FUNDED ~~PAID~~.^(H)

E2 National Economy

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

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

E3 International Economy

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

4 – E3.0.1 ~~Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply~~

4 – E1.0.1 e.g., 1. What goods and services will be produced? 2. How will these goods and services be produced? 3. Who will consume the goods and services?

4 – E1.0.2 e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization

4 – E1.0.3 e.g., positive: responding to a sale, saving money, earning money; negative: library fines

4 – E1.0.5 e.g., assembly line

4 – E1.0.6 e.g., supply, demand

4 – E1.0.7 e.g., taxing or borrowing to provide for ~~libraries, parks, etc.~~

4 – E1.0.8 e.g., libraries, roads, parks, the Mackinac Bridge; TAXES, TOLLS, FEES

4 – E2.0.1 e.g., changing demand for natural resources, changes in technology, changes in competition

~~of goods, opening new markets, quality controls~~) IDENTIFY THE ADVANTAGES AND DISADVANTAGES OF GLOBAL COMPETITION.

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

P3.1 Identifying and Analyzing Public Issues

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

4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.

4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.

4 – P3.1.3 Give examples of how conflicts over core **democratic** values lead people to differ on resolutions to a public policy issue in the United States.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

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

P4.2 Citizen Involvement

Act constructively to further the public good.

4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a **public** STATE OR NATIONAL issue.

4 – P4.2.2 Participate in projects to help or inform others.

4 - P3.1.3 E.G., EQUALITY, CORE VALUES, RULE OF LAW, LIMITED GOVERNMENT, SOCIAL COMPACT THEORY, POPULAR SOVEREIGNTY, AND THE RIGHT OF **REVOLUTION** THE PEOPLE TO ALTER OR ABOLISH AN OPPRESSIVE GOVERNMENT

5-8 OVERVIEW

5 - 8 Social Studies Overview Chart			
GRADE 5 Integrated US History	GRADE 6 World Geography	GRADE 7 World History and Geography	GRADE 8 Integrated US History
Grade Level Focus	Grade Level Focus	Grade Level Focus	Grade Level Focus
<p>THEMATIC ANALYSIS OF U.S. HISTORY ERAS 1-3</p> <p>U1 USHG Era 1 Beginnings to 1620</p> <p>U2 USHG Era 2 Colonization and Settlement 1585-1763</p> <p>U3 USHG Era 3 Revolution and the New Nation 1754-1800</p> <p>EMBEDDED IN CONTEXT OF HISTORY</p> <p>G Geographic Perspective</p> <ul style="list-style-type: none"> • The World in Spatial Terms • Places and Regions • Physical Systems • Human Systems • Environment and Society <p>C Civic Perspective</p> <ul style="list-style-type: none"> • Purposes of Government • Role and Functions of Government • Values and Principles of American Democracy, A CONSTITUTIONAL REPUBLIC • Role of the Citizen in American Democracy, A CONSTITUTIONAL REPUBLIC <p>E Economic Perspective</p> <ul style="list-style-type: none"> • Individual, Business, and Government Choices • Economic Systems <p>P Public Discourse, Decision Making, and Citizen Involvement</p>	<p>GEOGRAPHY</p> <p>G1 The World in Spatial Terms</p> <p>G2 Places and Regions</p> <p>G3 Physical Systems</p> <p>G4 Human Systems</p> <p>G5 Environment and Society</p> <p>G6 Global Issues</p> <p>CIVICS AND GOVERNMENT</p> <p>C1 Purposes of Government</p> <p>C3 Structure and Functions of Government</p> <p>C4 Relationship of the United States to Other Nations and World Affairs</p> <p>ECONOMICS</p> <p>E1 The Market Economy</p> <p>E2 The National Economy</p> <p>E3 International Economy</p> <p>PUBLIC DISCOURSE AND DECISION MAKING</p>	<p>HISTORY</p> <p>H1 The World in Temporal Terms</p> <p>W1 WHG Era 1 The Beginnings of Human Society</p> <p>W2 WHG Era 2 Early Civilizations and the Emergence of Pastoral Peoples</p> <p>W3 WHG Era 3 Classical Traditions, World Religions, and Major Empires</p> <p>W4 WHG Era 4 Expanding and Intensified Hemispheric Interactions</p> <p>EMBEDDED IN CONTEXT OF HISTORY</p> <p>GEOGRAPHY</p> <p>G1 The World in Spatial Terms</p> <p>G4 Human Systems</p> <p>G6 Global Issues Past and Present</p> <p>CIVICS AND GOVERNMENT</p> <p>C1 Purposes of Government</p> <p>C3 Structure and Functions of Government</p> <p>C4 Relationship of the United States to Other Nations and World Affairs</p> <p>ECONOMICS</p> <p>E1 The Market Economy</p> <p>E2 The National Economy</p> <p>E3 International Economy</p> <p>PUBLIC DISCOURSE AND DECISION MAKING</p>	<p>THEMATIC ANALYSIS OF U.S. HISTORY ERAS 1-5</p> <p>U1 USHG Era 1 Beginnings to 1620</p> <p>U2 USHG Era 2 Colonization and Settlement 1585-1763</p> <p>U3 USHG Era 3 Revolution and the New Nation 1754-1800</p> <p>U4 USHG Era 4 Expansion and Reform 1792-1861</p> <p>U5 USHG Era 5 Civil War and Reconstruction 1850-1877</p> <p>EMBEDDED IN CONTEXT OF HISTORY</p> <p>G Geographic Perspective</p> <ul style="list-style-type: none"> • The World in Spatial Terms • Places and Regions • Human Systems • Physical Systems • Environment and Society <p>C Civic Perspective</p> <ul style="list-style-type: none"> • Conceptual Foundations • Role and Functions of Government • Purposes of Government • Values and Principles of American Democracy, A CONSTITUTIONAL REPUBLIC • Role of the Citizen in American Democracy, A CONSTITUTIONAL REPUBLIC <p>E Economic Perspective</p> <ul style="list-style-type: none"> • Individual, Business, and Government Choices • Competitive Markets • Prices, Supply, and Demand • Role of Government • Economic Interdependence <p>P Public Discourse, Decision Making, and Citizen Involvement</p>

SOCIAL STUDIES PROCESS AND SKILLS: GRADES 5-8

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY.

P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.

P1.4 Present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Use compelling and supporting questions to investigate social scientific problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.

P2.3 Know how to find, organize, and interpret information from a variety of sources.

P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, clarifying position, considering opposing views, and applying core **democratic** values or constitutional principles to develop and refine claims.

P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.

P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

P4 CITIZEN INVOLVEMENT

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

P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.

INTEGRATED* UNITED STATES HISTORY ORGANIZED BY ERA - FIFTH GRADE

USHG ERA 1 – Beginnings to 1620

- 1.1 Indigenous Peoples Life in the Americas¹
- 1.2 European Exploration
- 1.3 African Life Before the 16th Century
- 1.4 Three World Interactions

USHG ERA 2 – Colonization and Settlement (1585-1763)

- 2.1 European Struggle for Control of North America
- 2.2 European Slave Trade and Slavery in Colonial America
- 2.3 Life in Colonial America

USHG ERA 3 – Revolution and the New Nation (1754-1800)

- 3.1 Causes of the American Revolution
- 3.2 The American Revolution and its Consequences
- 3.3 Creating New Governments and a New Constitution
(Introduced in 5th Grade; begins 8th Grade Expectations)

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

*Geography, Civics and Government, and Economics are integrated into the historical context.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE

U1 USHG ERA 1 – Beginnings to 1620

U1.1 ~~American-Indian~~ INDIGENOUS PEOPLE'S Life in the Americas

Describe the life of peoples living in North America before European exploration.

5 – U1.1.1 Use maps to locate peoples in the EASTERN WOODLAND (THE WOODLAND PEOPLES EAST OF THE MISSISSIPPI RIVER), desert Southwest, the Pacific Northwest, AND the nomadic nations of the Great Plains, ~~and the woodland peoples east of the Mississippi River (Eastern Woodland)~~. (~~National Geography Standard 1, p. 144~~) (G)

5 – U1.1.2 Compare how ~~American-Indians~~ INDIGENOUS PEOPLES in the ~~desert Southwest and the Pacific Northwest~~ EASTERN WOODLANDS AND ANOTHER TRIBAL REGION adapted to or modified the environment. (~~National Geography Standard 14, p. 171~~) (G)

5 – U1.1.3 Describe Eastern Woodland ~~American-Indian~~ life with respect to governmental and family structures, trade, and views on property ownership and land use. (~~National Geography Standard 11, p. 164~~) (G, C, E)

U1.2 European Exploration

Identify the causes and consequences of European exploration and colonization.

5 – U1.2.1 Explain the technological (~~e.g., invention of the astrolabe and improved maps~~) and political developments (~~e.g., rise of nation-states~~) that made sea exploration possible. (~~National Geography Standard 1, p. 144~~) (G, C)

5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (~~e.g., economic, political, cultural, and religious~~). (~~National Geography Standard 13, p. 169~~) (G, C, E)

U1.3 African Life Before the 16th Century

Describe the lives of peoples living in western Africa prior to the 16th century.

5 – U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (~~National Geography Standard 1, p. 144~~) (G)

5 – U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. (~~National Geography Standard 10, p. 162~~) (G, E, C)

U1.4 Three World Interactions

Describe the environmental, political, and cultural consequences of the interactions among European, African, and ~~American-Indian~~ INDIGENOUS PEOPLES in the late 15th through the 17th century.

5 – U1.4.1 Describe the convergence of Europeans, ~~American-Indians~~ INDIGENOUS PEOPLES, and Africans in North America after 1492 from the perspective of these three groups. (~~National~~

Examples ~~Suggestions for~~ Local Curriculum

5 – U1.2.1 e.g., invention of the astrolabe, improved maps, the rise of nation-states

5 – U1.2.2 e.g., the economic, political, cultural, and religious consequences of colonization

~~Geography Standard 10, p. 162) (G)~~

5 – U1.4.2 Use primary and secondary sources ~~(e.g., letters, diaries, maps, documents, narratives, pictures, graphic data)~~ to compare Europeans and ~~American Indians~~ INDIGENOUS PEOPLES who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. ~~(National Geography Standard 12, p. 167) (G, C, E)~~

5 – U1.4.3 Explain the impact of European contact on ~~American Indian~~ THE cultures OF INDIGENOUS PEOPLES by comparing the different approaches used by the British and French in their interactions with ~~American Indians~~ INDIGENOUS PEOPLES. ~~(National Geography Standard 10, p. 162) (G, C, E)~~

5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, ~~American Indians~~ INDIGENOUS PEOPLES, and Africans. ~~(National Geography Standard 11, p. 164) (G, E)~~

U2 USHG ERA 2 – Colonization and Settlement (1585-1763)

U2.1 European Struggle for Control of North America

Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.

5 – U2.1.1 Describe significant developments in the Southern colonies, including:

- patterns of settlement and control, including the impact of geography (landforms and climate) on settlement ~~(National Geography Standard 12, p. 167) (G)~~
- the establishment of Jamestown ~~(National Geography Standard 4, p. 150) (G)~~
- development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) ~~(National Geography Standard 11, p. 164) (G, E)~~
- relationships with ~~American Indians (e.g., Powhatan)~~ INDIGENOUS PEOPLES, INCLUDING THE TRADING OF GOODS, SERVICES, AND IDEAS AMONG EUROPEAN AND INDIGENOUS PEOPLES ~~(National Geography Standard 10, p. 162)~~
- development of colonial representative assemblies (House of Burgesses) ~~(National Geography Standard 5, p. 152) (C)~~
- development of slavery

5 – U2.1.2 Describe significant developments in the New England colonies, including:

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement ~~(National Geography Standard 12, p. 167) (G)~~
- relations with ~~American Indians (e.g., Pequot/King Phillip's War)~~ INDIGENOUS PEOPLES, INCLUDING THE TRADING OF GOODS, SERVICES, AND IDEAS AMONG EUROPEAN AND INDIGENOUS PEOPLES ~~(National Geography Standard 10, p. 162)~~
- growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies ~~(National Geography Standard 15, p. 173) (G, E)~~
- the development of government, including establishment of town meetings, development of colonial legislatures and

5 – U1.4.2 e.g., letters, diaries, maps, documents, narratives, pictures, graphic data

5 – U2.1.1 e.g., the Powhatan

5 – U2.1.2 e.g., the Pequot/King Phillip's War

growth of royal government (~~National Geography Standard 13, p. 169~~) (C)

- religious tensions in Massachusetts that led to the establishment of other colonies in New England (~~National Geography Standard 13, p. 169~~) (C, E)

5 – U2.1.3 Describe significant developments in the Middle Colonies, including:

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (~~National Geography Standard 12, p. 167~~) (G)
- RELATIONS WITH INDIGENOUS PEOPLES, INCLUDING THE TRADING OF GOODS, SERVICES, AND IDEAS AMONG EUROPEAN AND INDIGENOUS PEOPLES
- the growth of Middle Colonies' economies (~~e.g., breadbasket~~) (~~National Geography Standard 7, p. 156~~) (E)
- The Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies
- immigration patterns leading to ethnic diversity in the Middle Colonies (~~National Geography Standard 10, p. 162~~) (G, C, E)

5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (~~National Geography Standard 12, p. 167~~)

5 – U2.1.5 EXPLAIN THE ECONOMIC, POLITICAL, CULTURAL, AND RELIGIOUS CAUSES OF MIGRATION TO COLONIAL NORTH AMERICA. (G)

U2.2 European Slave Trade and Slavery in Colonial America

Analyze the development of the slave system in the Americas and its impact upon the life of Africans.

5 – U2.2.1 Describe Triangular Trade including:

- the trade routes (~~E, G~~)
- the people and goods that were traded (E)
- the Middle Passage
- its impact on life in Africa (~~National Geography Standards 9, and 11; pp. 160 and 164~~) (G)

5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. (~~National Geography Standard 5, p. 152~~)

5 – U2.2.3 Describe how Africans living in North America drew upon their African past (~~e.g., sense of family, role of oral tradition~~) and adapted elements of new cultures to develop a distinct African American culture. (~~National Geography Standard 10, p. 162~~) (G)

5 – U2.2.3 e.g., sense of family, role of oral tradition

U2.3 Life in Colonial America

Distinguish among and explain the reasons for regional differences in colonial America.

5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (~~National Geography Standard 3 p. 148~~) (G)

5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (~~National Geography Standards 14 and 15; pp. 171 and 173~~)

5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people. (~~e.g.,~~

~~wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (National Geography Standard 6, p. 154)~~

5 – U2.3.4 Describe the development of the emerging labor force in the colonies ~~(e.g., cash-crop farming, slavery, indentured servants)~~. (E)

5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America. ~~(National Geography Standard 6, p. 154)~~ (G)

U3 USHG ERA 3 Revolution and the New Nation (1754 - 1800)

U3.1 Causes of the American Revolution

Identify the major political, economic, and ideological reasons for the American Revolution.

5 – U3.1.1 Describe ~~the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775,~~ HOW THE FRENCH AND INDIAN WAR AFFECTED BRITISH POLICY TOWARD THE COLONIES and colonial dissatisfaction with the new policy. ~~(National Geography Standard 13 p. 169)~~ (C, E)

5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre. (C)

5 – U3.1.3 Using an event from the Revolutionary era ~~(e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures)~~, explain how British and colonial views on authority and the use of power without authority differed (views on representative government). (C)

5 – U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies ~~(addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation)~~. (C)

5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)

5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.1.7 Describe how colonial experiences with self-government ~~(e.g., Mayflower Compact, House of Burgesses and town meetings)~~ and ideas about government ~~(e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government)~~ influenced the decision to declare independence. (C)

5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

U3.2 The American Revolution and Its Consequences

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

5 – U3.2.1 Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations. ~~(National Geography Standard 4, p. 150, E)~~ (G, E)

5 – U2.3.3 e.g., perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and indigenous peoples

5 – U2.3.4 e.g., cash crop farming, slavery, indentured servants

5 – U3.1.2 e.g., rule of law, unalienable rights, limited government, right of **revolution** THE PEOPLE TO ALTER OR ABOLISH AN OPPRESSIVE GOVERNMENT

5 – U3.1.3 e.g., the Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures

5 – U3.1.4 e.g., addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation

5 – U3.1.7 e.g., Mayflower Compact, House of Burgesses and town meetings; core values; PROTECTING INDIVIDUAL RIGHTS AND PROMOTING COMMON GOOD, NATURAL RIGHTS, LIMITED GOVERNMENT, REPRESENTATIVE GOVERNMENT

5 – U3.2.2 Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.

5 – U3.2.3 Compare the role of women, African Americans, ~~American Indians~~ INDIGENOUS PEOPLES, and France in helping shape the outcome of the war.

5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (~~National Geography Standard 13, p. 169~~) (G, C)

U3.3 Creating New Government(s) and a New Constitution

Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.

5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. (C)

5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation. (~~e.g., lack of national army, competing currencies, reliance on state governments for money~~). (~~National Geography Standard 13, p. 169~~) (C)

5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)

5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (~~Great Compromise, Three-Fifths Compromise~~). (~~National Geography Standard 9, p. 160~~) (C)

5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (~~e.g., fear of a strong executive, representative government, importance of individual rights~~). (C)

5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution. (~~e.g., enumerated and reserved powers~~) (C)

5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)

5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

5 – U3.3.2 e.g., lack of national army, competing currencies, reliance on state governments for money

5 – U3.3.4 e.g., Great Compromise, Three-Fifths Compromise

5 – U3.3.5 e.g., fear of a strong executive, representative government, and the importance of individual rights

5 – U3.3.6 e.g., the 10th Amendment, how the Constitution protects core **principles** VALUES such as limited government, the social compact, and unalienable rights

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

P3.1 Identifying and Analyzing Public Issues

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

5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.

5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.

5 – P3.1.3 Give examples of how conflicts over core **democratic** values lead people to differ on contemporary constitutional issues in the United States.

5 – P3.1.3 E.G., EQUALITY, CORE VALUES, RULE OF LAW, LIMITED GOVERNMENT, SOCIAL COMPACT THEORY, POPULAR SOVEREIGNTY, AND THE RIGHT OF **REVOLUTION** THE PEOPLE TO ALTER OR ABOLISH AN OPPRESSIVE GOVERNMENT

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

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

P4.2 Citizen Involvement

Act constructively to further the public good.

5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

5 – P4.2.2 Participate in projects to help or inform others.

WORLD GEOGRAPHY: GRADE 6

Sixth-grade students will explore the tools and mental constructs used by geographers as they study contemporary world geography. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct an investigation of a global issue. Using knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future, including a persuasive essay.

GEOGRAPHY

- G1 The World in Spatial Terms: Geographical Habits of Mind (Foundational for Grade 7)
 - 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 Technology Patterns and Networks
 - 4.3 Patterns of Human Settlement
 - 4.4 Forces of Cooperation and Conflict
- G5 Environment and Society
 - 5.1 Humans and the Environment
 - 5.2 Physical and Human Systems
- G6 Global Issues
 - 6.1 Global Topic Investigation and Issue Analysis

CIVICS AND GOVERNMENT

- C1 Purposes of Government
 - 1.1 Nature of Civic Life, Politics, and Government
- C3 Structure and Functions of Government
 - 3.6 Characteristics of Nation-States
- C4 Relationship of United States to Other Nations and World Affairs
 - 4.3 Conflict and Cooperation Between and Among Nations

ECONOMICS

- E1 The Market Economy
 - 1.1 Individual, Business, and Government Choices
- E2 The National Economy
 - 2.3 Role of Government
- E3 International Economy
 - 3.1 Economic Systems
 - 3.3 Economic Interdependence

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE SIX

HISTORY

H1—The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

H1.1 Temporal Thinking

Use historical conceptual devices to organize and study the past:

6—H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

6—H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar—B.C./A.D.; contemporary secular—B.C.E./C.E.; Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past:

6—H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

6—H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

6—H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

6—H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

6—H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past:

6—H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

6—H1.4.2 Describe and use themes of history to study patterns of change and continuity.

6—H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

**Examples Suggestions for
Local Curriculum**

W1 WHG ERA 1—THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 B.C.E./B.C.

Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

W1.1 Peopling of the Earth

Describe the spread of people in the Western Hemisphere during Era 1.

6—W1.1.1 Describe the early migrations of people among Earth's continents (including the Beringia Land Bridge).

6—W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it is a turning point in history.

6—W1.2.1 Describe the transition from hunter-gatherers to sedentary agriculture (domestication of plants and animals).

6—W1.2.2 Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).

6—W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

W2.1 Early Civilizations and Early Pastoral Societies

Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.

6—W2.1.1 Explain how the environment favored hunter-gatherer, pastoral, and small-scale agricultural ways of life in different parts of the Western Hemisphere.

6—W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).

6—W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast, Anasazi and Apache of the Southwest).

6—W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).

W3.1 Classical Traditions and Major Empires in the Western Hemisphere

Describe empires and agrarian civilizations in Mesoamerica and South America.

6—W3.1.1 Analyze the role of environment in the development of

~~early empires, referencing both useful environmental features and those that presented obstacles.~~

~~6—W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance—Inca Road, and supply and demand for products).~~

~~6—W3.1.3 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.~~

~~6—W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.~~

~~6—W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).~~

GEOGRAPHY

G1 The World in Spatial Terms: Geographical Habits of Mind

Describe relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing information to explain the patterns and relationships among people, their cultures, and the natural environment. Explain and use key conceptual devices (places and regions, spatial patterns, and processes) that geographers use to organize information.

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective.

~~World and regional maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to present information so that it can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” and “What effect does this location have?”~~

~~6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world. EXPLAIN AND USE A VARIETY OF MAPS, GLOBES, AND WEB BASED GEOGRAPHY TECHNOLOGY TO STUDY THE WORLD AT GLOBAL, REGIONAL, AND LOCAL SCALES.~~

~~6 – G1.1.2 Draw a sketch map, from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean) OR ADD INFORMATION TO AN OUTLINE MAP, OF THE WORLD OR A WORLD REGION.~~

G1.2 Geographical Inquiry and Analysis

Use SKILLS OF geographic inquiry and analysis to answer important questions about relationships between people, THEIR cultures, AND their environment, IN THEIR COMMUNITY and **relations** within the larger world context.

Students use information to make reasoned judgments based on the authenticity of the information, their skill at critically analyzing the information, and presenting the results.

~~6 – G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere. APPLY THE SKILLS OF GEOGRAPHIC INQUIRY~~

6 – G1.1.1 e.g., The focus is on interpreting the information.

6 – G1.1.2 e.g., locate on a world map: United States, North and South America, Africa, Europe, Asia; continents; oceans; latitude lines - Equator, Prime Meridian, tropics of Cancer and Capricorn; Arctic and Antarctic circles.

(ASKING GEOGRAPHIC QUESTIONS, ACQUIRING GEOGRAPHIC INFORMATION, ORGANIZING GEOGRAPHIC INFORMATION, ANALYZING GEOGRAPHIC INFORMATION, AND ANSWERING GEOGRAPHIC QUESTIONS) TO ANALYZE A GEOGRAPHIC PROBLEM OR ISSUE.

6 – G1.2.2 Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.

6 – G1.2.3 Use, ~~data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.~~ INTERPRET, AND CREATE MAPS AND GRAPHS REPRESENTING POPULATION CHARACTERISTICS, NATURAL FEATURES, AND LAND USE OF THE REGION UNDER STUDY.

6 – G1.2.4 Use ~~observations from air photos, photographs (print and CD) and films (VCR and DVD)~~ IMAGES as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.

6 – G1.2.5 LOCATE AND use information from ~~modern technology, such as Geographic Positioning System (GPS), Geographic Information Systems (GIS) and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to~~ answer geographic questions.

6 – G1.2.6 ~~Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.~~ CREATE OR INTERPRET A MAP OF THE POPULATION DISTRIBUTION OF A REGION AND GENERALIZE ABOUT THE FACTORS INFLUENCING THE DISTRIBUTION OF THE POPULATION.

G1.3 Geographical Understanding

THE PURPOSE OF MIDDLE SCHOOL GEOGRAPHY CURRICULUM IS TO DEVELOP CONTENT, THEMES, SKILLS, AND PERSPECTIVES THAT CAN HELP STUDENTS UNDERSTAND A DIVERSE AND INTERCONNECTED WORLD.

~~The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.~~

6 – G1.3.1 Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth.

6 – G1.3.2 ~~Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.~~ USE MAPS OF PHYSICAL FEATURES, LAND USE, AND TRANSPORTATION TO GENERALIZE ABOUT THE REASONS FOR THE DISTRIBUTION OF POPULATION.

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

6 – G1.2.2 e.g., Different countries may label disputed territories differently, remote sensing images provide information not visible to humans.

6 – G1.2.4 e.g., Images include pictures, aerial photos, and remote sensing images.

6 – G1.2.5 e.g., Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.

6 – G1.2.6 e.g., Examples include how natural characteristics are associated with sparse population densities, how different combinations of natural and human factors lead to more dense human populations, and why major cities are located where they are.

6 – G1.3.1 e.g., “Place” deals with the natural and human characteristics of a place while “location” deals with where the place is, especially relative to other places. Human-environment interaction deals with resources, human adaptation, and human impact, as well as natural catastrophes. “Movement” includes migration of people, transportation of goods and services, and the diffusion of information, as well as the movement of material in natural cycles such as water through hydrology. “Regions” are generalizations about the common characteristics of areas.

6 – G1.3.2 e.g., Examples include economic connections among agricultural areas and cities, the location and importance major choke points for ocean transportation, and the connections among the United States and the rest of the world.

G2 Places and Regions

Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

G2.1 Physical Characteristics of Place

Describe the physical characteristics of places.

6 – G2.1.1 LOCATE AND describe the ~~landform-features~~ LANDFORMS, ECOSYSTEMS, and the climate of the CONTINENTS ~~region (within the Western or Eastern Hemispheres) under study.~~

6 – G2.1.2 ~~Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.~~ DESCRIBE THE BASIC PATTERNS AND PROCESSES OF PLATE TECTONICS.

6 – G2.1.3 DESCRIBE THE CHARACTERISTICS OF MAJOR WORLD CLIMATES AND ECOSYSTEMS.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

6 – G2.2.1 Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.

6 – G2.2.2 Explain how communities are affected positively or negatively by changes in technology (~~e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel~~).

6 – G2.2.3 ~~Analyze~~ EXPLAIN how culture and experience influence people’s perception of places and regions.

6 – G2.2.4 INTERPRET POPULATION PYRAMIDS FROM DIFFERENT COUNTRIES INCLUDING BIRTH RATES, DEATH RATES, MALE-FEMALE DIFFERENCES, AND THE CAUSES AND CONSEQUENCES OF THE AGE STRUCTURE OF THE POPULATION.

G3 Physical Systems

Describe the physical processes that shape the Earth’s surface that, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

G3.1 Physical Processes

Describe the physical processes that shape the patterns of the Earth’s surface.

6 – G3.1.1 ~~Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).~~ INTERPRET AND COMPARE CLIMOGRAPHS FROM DIFFERENT LATITUDES AND LOCATIONS.

6 – G3.1.2 EXPLAIN THE FACTORS THAT CAUSE DIFFERENT TYPES OF CLIMATES.

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems

6 – G2.1.1 e.g., The focus is on patterns at continental scale or larger.

6 – G2.1.2 e.g., “Patterns” include the location of continental plates and the Ring of Fire. “Processes” include plate movement, uplift, earthquakes, and volcanism.

6 – G2.1.3 e.g., Climate types include tropical wet and tropical wet-dry, arid and semi-arid, sub-tropical, continental, and arctic. Ecosystems include tropical rain forest, savanna, grassland, desert, temperate and coniferous forests, tundra, oceans, and ice caps.

6 – G2.2.2 e.g., Examples include how changes in transportation and communication technology influence where people live, how changes in manufacturing technology influence where factories are located, and how changes in energy technology reduce or increase economic activity and environmental impact.

6 – G2.2.3 e.g., Examples might include how an immigrant and a native might view a community, how a tourist might see a culture differently than someone who was born and lives there, and how international travel might change a person’s perspective.

6 – G3.1.1 e.g., Examples include how latitude and elevation impact South America ecosystems, how latitude and seasons affect Africa’s ecosystems, and how climate change impacts ecosystems.

on Earth's surface.

6 – G3.2.1 ~~Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, and the effects of annual flooding on vegetation along river flood plains such as the Amazon).~~ LOCATE MAJOR ECOSYSTEMS AND EXPLAIN HOW AND WHY THEY ARE SIMILAR OR DIFFERENT AS A CONSEQUENCE OF LATITUDE, ELEVATION, LANDFORMS, LOCATION, AND HUMAN FACTORS.

6 – G3.2.2 Identify MAJOR ecosystems OF THE REGION UNDER STUDY and explain why some ~~are more attractive~~ PROVIDE GREATER OPPORTUNITIES (FERTILE SOIL, LENGTH OF GROWING SEASON, PRECIPITATION) for humans ~~to use than others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones)~~ AND HOW LAND USE CHANGES WITH TECHNOLOGY.

G4 Human Systems

Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.

G4.1 Cultural Mosaic

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

6 – G4.1.1 ~~Identify and explain examples of~~ DEFINE culture AND DESCRIBE EXAMPLES OF CULTURAL CHANGE THROUGH diffusion, ~~within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration),~~ INCLUDING WHAT HAS DIFFUSED, WHY AND WHERE IT HAS SPREAD, AND CONSEQUENCES.

6 – G4.1.2 COMPARE THE ROLES OF MEN AND WOMEN IN DIFFERENT SOCIETIES.

6 – G4.1.3 DESCRIBE CULTURES OF THE REGION BEING STUDIED INCLUDING THE MAJOR LANGUAGES AND RELIGIONS.

6 – G4.1.4 EXPLAIN HOW CULTURAL PATTERNS INFLUENCE ENVIRONMENTS AND THE DAILY LIVES OF PEOPLE.

G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, products, and ideas.

6 – G4.2.1 ~~List~~ IDENTIFY and describe the advantages, ~~and~~ disadvantages, AND IMPACT OF different technologies used to move people, products, and ideas throughout the world ~~(e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on~~

6 – G3.2.1 e.g., Examples include deciduous forest versus prairies in the U.S., tropical rain forest versus savanna and desert in Africa, and taiga versus coniferous forests in Canada or Russia. A technology example might be how irrigation technology changed farming in the Great Plains or how the Green Revolution changed farming in Asia.

6 – G4.1.1 e.g., Explain the spread of businesses like McDonald's, sports like karate or soccer, products like athletic shoes, or languages like English, or diseases like the Zika virus.

6 – G4.1.2 e.g., Sex is biological while gender is culturally defined and varies widely.

6 – G4.1.4 e.g., Describe how people make a living, raise families, and educate children in different cultures.

6 – G4.2.1 e.g., Describe the advantages and disadvantages of trucks, trains, ships, and planes for moving people and material; also the advantages and disadvantages of print, radio, television, the internet, and social media for moving information.

electronic networks such as the Internet).

G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

6 – G4.3.1 ~~Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada, irrigated agriculture, or clearing of forests for farmland).~~ EXPLAIN HOW PEOPLE HAVE MODIFIED THE ENVIRONMENT AND USED TECHNOLOGY TO MAKE PLACES MORE SUITABLE FOR HUMANS.

6 – G4.3.2 Describe patterns of settlement ~~by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of mega-cities, modern cities over 5-million such as Mexico City, and patterns of agricultural settlements in South and North America)~~ AND EXPLAIN WHY PEOPLE SETTLE WHERE THEY DO AND HOW THEY MAKE THEIR LIVING.

6 – G4.3.3 EXPLAIN THE PATTERNS, CAUSES, AND CONSEQUENCES OF MAJOR HUMAN MIGRATIONS.

G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth and cultural diversity).

6 – G4.4.2 ~~Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.~~ EVALUATE EXAMPLES OF COOPERATION AND CONFLICT WITHIN THE REGION UNDER STUDY FROM DIFFERENT PERSPECTIVES.

G5 Environment and Society

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

G5.1 Humans and the Environment

Describe how human actions modify the environment.

6 – G5.1.1 ~~Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water), (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).~~ DESCRIBE EXAMPLES OF HOW HUMANS HAVE IMPACTED AND ARE CONTINUING TO IMPACT THE ENVIRONMENT IN DIFFERENT PLACES AS A CONSEQUENCE OF POPULATION SIZE, LEVEL OF CONSUMPTION, AND TECHNOLOGY.

6 – G5.1.2 ~~Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining coal in Kentucky and West Virginia).~~ EXPLAIN HOW DIFFERENT TECHNOLOGIES CAN HAVE POSITIVE AND NEGATIVE IMPACTS ON THE ENVIRONMENT.

6 – G5.1.3 Identify ways in which human-induced changes in the physical environment in one place can cause changes in other

6 – G4.3.1 e.g., Examples include recovering land in the Netherlands, irrigating deserts or clearing forests for agriculture, or using air conditioning in southern United States.

6 – G4.3.2 e.g., Examples include coastal and river towns in the past and present, the location of mega-cities, and how people make their livings in different locations.

6 – G4.3.3 e.g., Examples include refugee migrations, economic migration from Mexico and Central America to U.S., African migration to Europe, and rural to urban migration in Asia.

6 – G4.4.1 e.g., Examples might include economic agreements such as European Common Market and "Brexit" in Europe or NAFTA in the United States. Military examples might include NATO. Examples of conflict might include conflicting territorial claims in the South China Sea.

6 – G5.1.1 e.g., Examples include how population pressure impacts deforestation in Brazil, how higher standards of living increases pollution in China, and how Freon released from air conditioners causes ozone depletion.

6 – G5.1.2 e.g., Energy examples include advantages and disadvantages of wind and solar power generation, as well as fracking and tar sands mining in Canada. Transportation examples might include road and rail transportation and expansion of cities. Agricultural examples might include terracing and the Green Revolution in Asia.

places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).

G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on Earth's surface.

6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean, and earthquakes in Mexico City and Colombia).

6– G5.2.2 DESCRIBE HOW COMBINATIONS OF HUMAN DECISIONS AND NATURAL FORCES CAN LEAD TO (OR HELP PEOPLE AVOID) A NATURAL DISASTER.

G6 Global Issues (G1.2.1)

G6.1 Global Topic Investigation and Issue Analysis (P2)

6 – G6.1.1 Contemporary Investigations - ~~Conduct research on INVESTIGATE A contemporary global topics and issue, s compose persuasive essays,~~ BY APPLYING THE SKILLS OF GEOGRAPHIC INQUIRY (ASKING GEOGRAPHIC QUESTIONS; ACQUIRING, ORGANIZING, AND ANALYZING GEOGRAPHIC INFORMATION; AND ANSWERING GEOGRAPHIC QUESTIONS) and, WHEN PRACTICAL, develop a plan for action (H1.4.3, G1.2.6, See P3 and P4).

Contemporary Investigation Topics

- ~~Global Climate Change—Investigate the impact of global climate change and describe the significance for human/environment relationships.~~
- ~~Globalization—Investigate the significance of globalization and describe its impact on international economic and political relationships.~~
- ~~Migration—Investigate issues arising from international movement of people and the economic, political, and cultural consequences.~~
- ~~Human-Environmental Interactions—Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future.~~
- ~~Natural Disasters—Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.~~

6—G6.1.2 Investigations Designed for Ancient World History Eras—~~Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)~~

CIVICS AND GOVERNMENT

6 – G5.1.3 e.g., Cutting forests in one region may result in flooding downstream; plastic litter in the watershed leads to ocean pollution; over-fertilization and phosphate use can lead to lake eutrophication

6– G5.2.1 e.g., Examples might include how drought in Africa is leading to emigration, coral beaching is leading to reduced tourism in Australia and the Caribbean, earthquakes are leading to revised building codes, or sea level rise is leading to coastal flooding and barrier construction.

6– G5.2.2 e.g., Examples include how building in flood plains increases the likelihood of a natural disaster, and how the federal Soil Conservation Service tries to prevent a natural disaster like the Dust Bow.

6 – G6.1.1 e.g., A global issue is one that has an impact affecting many regions of the world. Migration is a global issue, while illegal immigration to the United States is a regional issue. Global issues include population growth, resource use and depletion, climate change, migration, poverty, economic development, and terrorism. Global issues might be dealt with in several regions leading up to a capstone project.

C1 Purposes of Government

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

C1.1 Nature of Civic Life, Politics, and Government

Describe civic life, politics, and government and explain their relationships.

6 – C1.1.1 ~~Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).~~ COMPARE AND CONTRAST COMPETING IDEAS ABOUT THE PURPOSES OF GOVERNMENT IN DIFFERENT COUNTRIES.

6 – C1.1.2 EXAMINE WHAT IT MEANS TO BE A CITIZEN IN DIFFERENT COUNTRIES.

C3 Structure and Functions of Government

Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how they may interact.

6 – C3.6.1 Define the characteristics of a MODERN nation-state. ~~(a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.~~

6 – C3.6.2 Compare and contrast ~~a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada~~ VARIOUS FORMS OF GOVERNMENT AROUND THE WORLD.

C4 Relationship of United States to Other Nations and World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force and the threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

6 – C4.3.1 ~~Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).~~ EXPLAIN HOW GOVERNMENTS ADDRESS NATIONAL AND INTERNATIONAL ISSUES AND FORM POLICIES, AND HOW THE POLICIES MAY NOT BE CONSISTENT WITH THOSE OF OTHER COUNTRIES.

6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues ~~in the Western Hemisphere (e.g., migration and human rights).~~

6 – C4.3.3 ~~Give examples of how countries work together for~~

6 - C1.1.1 e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion

6 – C3.6.1 e.g., a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government

6 – C3.6.2 e.g., Government forms include democracies, parliamentary systems, dictatorships, oligarchies, and theocracies.

6 – C4.3.1 e.g., Examples could include national policies concerning migration and human rights.

~~mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).~~ ANALYZE THE IMPACT OF TREATIES, AGREEMENTS, AND INTERNATIONAL ORGANIZATIONS ON GLOBAL ISSUES.

6 - C4.3.3 e.g., North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)

ECONOMICS

E1 The Market Economy

Describe the market economy in terms of the 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 markets allocate resources, and the economic role of government in a market economy.

E1.1 Individual, Business, and Government Choices

Describe how individuals, businesses, and government make economic decisions when confronting scarcity in the market economy.

6 - E1.1.1 Explain how incentives in different economic systems can change the decision-making process (~~e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement~~).

6 - E1.1.1 e.g., acquiring money, profit, goods, wanting to avoid loss of position in society, job placement

E2 The National Economy

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government

Describe how national governments make decisions that affect the national economy.

6 - E2.3.1 Describe the impact of **governmental policy** sanctions, tariffs, treaties, QUOTAS, AND SUBSIDIES on a country and on other countries that use its resources.

E3 International Economy

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

E3.1 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

6 - E3.1.1 Use charts and graphs to compare imports and exports of different countries in the ~~Western Hemisphere~~ WORLD and propose generalizations about patterns of economic interdependence.

6 - E3.1.2 Diagram or map ~~the movement of a consumer product from where it is manufactured to where it is sold to demonstrate~~ the flow of materials, labor, and capital (~~e.g., global supply chain for computers, athletic shoes, and clothing~~) USED TO

PRODUCE A CONSUMER PRODUCT.

6 – E3.1.3 Explain how communication innovations have affected economic interactions and where and how people work (~~e.g., internet-based home offices, international work teams, international companies~~).

6 – E3.1.3 e.g., internet-based home offices, international work teams, international companies

E3.3 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

6 – E3.3.1 Explain and compare how economic systems (traditional, command, market) answer the ~~four~~ THREE basic economic questions: ~~What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)~~ WHAT GOODS AND SERVICES WILL BE PRODUCED? HOW WILL THEY BE PRODUCED? FOR WHOM WILL THEY BE PRODUCED?

6 – E3.3.2 Compare the economic and ecological costs and benefits of different kinds of energy production.

6 – E3.3.2 e.g., oil, coal, natural gas, nuclear, biomass, solar, and wind

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

6 – P3.1.1 Clearly state a GLOBAL issue as a question of public policy, trace the origins of ~~an~~ THE issue, analyze various perspectives, and generate and evaluate alternative resolutions. ~~Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.~~

- Identify public policy issues related to global topics and issues studied.
- ~~Clearly state the issue as a question of public policy orally or in written form.~~
- Use inquiry methods to acquire content knowledge and appropriate data about the issue.
- Identify the causes and consequences and analyze the impact, both positive and negative.
- Share and discuss findings of research and issue analysis in group discussions and debates.
- Compose a persuasive essay justifying a position with a reasoned argument.
- Develop an action plan to address or inform others about the issue, at local to global scales.

P4.2 Citizen Involvement

Act constructively to further the public good.

6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

6 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

6 – P4.2.3 Participate in projects to help or inform others (~~e.g., service learning projects~~).

WORLD HISTORY AND GEOGRAPHY: GRADE 7

Seventh-grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of **Ancient** World History, Eras 1 – 4. Geography, civics/government, and economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze the issue and propose a plan for the future. As part of the inquiry, they will compose civic, persuasive essays using reasoned argument.

HISTORY

- H1 The World in Temporal Terms: Historical Habits of Mind
 - 1.1 Temporal Thinking
 - 1.2 Historical Inquiry and Analysis
 - 1.4 Historical Understanding
- W1 WHG Era 1 – The Beginnings of Human Society
 - 1.1 Peopling of Earth
 - 1.2 Agricultural Revolution
- W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples
 - 2.1 Early Civilizations and Early Pastoral Societies
- W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires
 - 3.1 Classical Traditions in Regions of the Eastern Hemisphere
 - 3.2 Growth and Development of World Religions
- W4 WHG Era 4 – Expanding and Intensified Hemispheric Interactions
 - 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

GEOGRAPHY

- G1 The World in Spatial Terms: Geographical Habits of Mind
(Foundational Expectations Addressed in Grade 6)
 - 1.2 Geographical Inquiry and Analysis
- G6 Global Issues Past and Present
 - 6.1 Global Topic Investigation and Issue Analysis

CIVICS AND GOVERNMENT

- C1 Purposes of Government
 - 1.1 Nature of Civic Life, Politics, and Government
- C3 Structure and Functions of Government
 - 3.6 Characteristics of Nation-States
- C4 Relationship of United States to Other Nations and World Affairs
 - 4.3 Conflict and Cooperation Between and Among Nations

ECONOMICS

- E1 The Market Economy
 - 1.1 Individual, Business, and Government Choices
- E2 The National Economy
 - 2.3 Role of Government
- E3 International Economy
 - 3.1 Economic Systems
 - 3.3 Economic Interdependence

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE SEVEN

HISTORY

H1 The World in Temporal Terms: Historical Habits of Mind

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

H1.1 Temporal Thinking

Use historical conceptual devices to organize and study the past.

~~Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun and moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.~~

~~7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.~~
 COMPARE AND CONTRAST SEVERAL DIFFERENT CALENDAR SYSTEMS USED IN THE PAST AND PRESENT AND THEIR CULTURAL SIGNIFICANCE.

~~7—H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar—B.C./A.D.; contemporary secular—B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).~~

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

~~History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present-mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the world.~~

7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

7 – H1.2.4 Compare and evaluate differing historical perspectives based on **proof** EVIDENCE.

Examples ~~Suggestions for~~ Local Curriculum

7 – H1.1.1 e.g., Calendar examples include: sundial; Gregorian calendar – BC/AD; contemporary secular – BCE/CE; Chinese; Hebrew; Islamic/Hijri.

7 – H1.2.1 e.g., Examples include artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, and DNA analysis.

7 – H1.2.2 e.g., A wide range of Document-Based Questions are available to develop case studies appropriate to the era.

7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.

7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

~~Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.~~

7 – H1.4.1 Describe and use cultural institutions to study an era and a region (~~political, economic, religion/ belief, science/ technology, written language, education, family~~).

7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

W1 WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 BCE/CE

Explain the basic features of and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

W1.1 Peopling of Earth

Describe the spread of people during Era 1.

~~In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments.~~

7 – W1.1.1 Explain how and when human communities populated major regions of the ~~Eastern Hemisphere (Africa, Australia, Europe, Asia)~~ WORLD and adapted to a variety of environments. (G)

7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic ~~patterns of living in Africa, Western Europe, and Asia~~ SOCIETIES.

W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it was a turning point in history.

~~The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.~~

7 – W1.2.1 DESCRIBE THE TRANSITION FROM HUNTER GATHERERS TO SEDENTARY AGRICULTURE (DOMESTICATION OF PLANTS AND ANIMALS).

7 – H1.4.1 e.g., Examples include political and economic institutions, religion and beliefs, science and technology, written language, education, and family structure.

7 – H1.4.2 e.g., Several lists of history themes are available, including: The History for Us All themes of Patterns of Population; Economic Networks and Exchange; Uses and Abuses of Power; Haves and Have-Nots; Expressing Identity; Science, Technology, and the Environment; and Spiritual Life and Moral Codes.

AP History themes are SPICE: Social, Political, Human-Environment Interaction, Culture, and Economics.

7 – W1.2.12 Explain the importance of the natural environment in the development of agricultural settlements in different locations. (G)

7 – W1.2.23 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). (G)

7 – W1.2.4 Compare and contrast the environmental, economic, and social institutions of two early civilizations ~~from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile)~~. (G, C, E)

W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 BCE/CE

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.

W2.1 Early Civilizations and Major Empires

Analyze early Eastern Hemisphere civilizations and pastoral societies.

~~During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay between herding and agrarian societies involving both conflict and mutual dependence.~~

7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture

- ~~verbal vocalizations~~
- standardization of physical (rock, bird) and abstract (love, fear) words
- pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions).

7-W2.1.2 DESCRIBE HOW THE INVENTION OF AGRICULTURE LED TO THE EMERGENCE OF AGRARIAN CIVILIZATIONS (SEASONAL HARVESTS, SPECIALIZED CROPS, CULTIVATION, AND DEVELOPMENT OF VILLAGES AND TOWNS). (G)

7 – W2.1.23 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements and development of early civilizations (Tigris and Euphrates rivers, Yangtze River, Nile River, Indus River). (G, C, E)

7 – W2.1.34 Examine early civilizations to describe their common features ~~(ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication)~~.

7 – W2.1.45 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another ~~(e.g., plants, crops, plow, wheel, bronze metallurgy)~~.

7 – W2.1.56 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

7 – W1.2.2 e.g., In particular, the importance of available water for irrigation, adequate precipitation, fertile soil, and the adequate growing seasons.

7 – W1.2.4 e.g., Examples include the Nile, Tigris/Euphrates, and Indus river civilizations in deserts, and Huang He river valley civilizations.

7-W2.1.4 e.g., Topics might include ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor, and forms of communication.

W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 BCE to 300 CE

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.

During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

W3.1 Classical Traditions

Analyze classical civilizations and empires and their lasting impact ~~on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.~~

7 – W3.1.1 Describe the characteristics that classical civilizations share ~~(institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).~~

7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires. (G)

7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire. (C)

7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. (C)

7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations ~~in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.~~ (G)

7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era. (G)

7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires ~~(e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).~~ (G, E)

7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires ~~(e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).~~ (C)

7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

7 – W3.1.11 EXPLAIN THE ROLE OF ECONOMICS IN SHAPING THE DEVELOPMENT OF CLASSICAL CIVILIZATIONS AND EMPIRES. (E)

7 – W3.1.1 e.g., Characteristics include institutions, cultural styles, and systems of thought that influenced neighboring peoples and have endured for several centuries.

7 – W3.1.7 e.g., Examples of networks include Assyrian and Persian, Egypt and Nubia/Kush, or Phoenician and Greek networks.

7 – W3.1.8 e.g., Examples include the Han Empire, the Mauryan Empire, Egypt, Greek city-states, and the Roman Empire.

7 – W3.1.11 e.g., Examples include trade routes and their significance, and supply and demand for products.

W3.2 Growth and Development of World Religions

~~Explain how world religions or belief systems of Judaism, Hinduism, Buddhism, Confucianism, Islam, DAOISM, and Christianity, grew and their significance (Islam is included here even though it came after 300 C.E./A.D.).~~ EXPLAIN HOW SIX OF THE WORLD'S MAJOR FAITHS AND ETHICAL SYSTEMS EMERGED, ESTABLISHING INSTITUTIONS AS WELL AS SYSTEMS OF THOUGHT AND CULTURE.

7 – W3.2.1 Identify and describe the CORE beliefs of ~~the five major world religions~~ THE WORLD'S FAITH AND ETHICAL SYSTEMS, INCLUDING BUDDHISM, CHRISTIANITY, CONFUCIANISM, HINDUISM, DAOISM, AND JUDAISM.

7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century CE/AD. (G)

~~7 – W3.2.3 Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.~~

W4 WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300 TO 1500

W4.1 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.

7 – W4.1.1 CRISIS IN THE CLASSICAL WORLD -- ANALYZE THE ENVIRONMENTAL, ECONOMIC, AND POLITICAL CRISES IN THE CLASSICAL WORLD THAT LED TO THE COLLAPSE OF CLASSICAL EMPIRES AND THE CONSOLIDATION OF BYZANTIUM. (C, G, E)

7 – W4.1.2 WORLD RELIGIONS -- USING HISTORICAL DOCUMENTS AND HISTORICAL AND CURRENT MAPS, ANALYZE THE RISE OF ISLAM, AS WELL AS THE SPREAD AND INTERACTIONS OF MAJOR WORLD RELIGIONS FROM 300-1500 CE. (G)

7 – W4.1.3 TRADE NETWORKS AND CONTACTS – ANALYZE THE DEVELOPMENT, INTERDEPENDENCE, SPECIALIZATION, AND IMPORTANCE OF INTERREGIONAL TRADING SYSTEMS, BOTH WITHIN AND BETWEEN SOCIETIES. (G)

W4.2 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.

7 – W4.2.1 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.

7 – W4.2.2 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.

7 – W4.1.2 e.g., Examples might include the Great Schism, the Crusades, Reconquista and continued Jewish diaspora, and Islam and Hinduism in South Asia

7 – W4.1.3 e.g., Examples are land-based routes across the Sahara, Eurasia, and Europe, as well as water-based routes across the Indian Ocean, the Persian Gulf, and the South China, Red, and Mediterranean seas.

7 – W4.2.1 e.g., Aspects might include: the artistic, scientific, technological, and economic features of Muslim society; the diverse religious traditions of Islam – Sunni, Shi'a/ Shi'ite, and Sufi; the role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia; and the caliphate as both a religious and political institution.

7 – W4.2.2 e.g., Examples include how the revival of long-distance trade led to cultural and technological diffusion across Eurasia.

7 – W4.2.3 THE PLAGUE — USE HISTORICAL AND MODERN MAPS AND OTHER EVIDENCE TO EXPLAIN THE CAUSES AND CONSEQUENCES OF THE PLAGUE.

W4.3 REGIONAL EXPECTATIONS

SOME REGIONAL EXPECTATIONS ARE INCLUDED TO SET THE STAGE FOR THE EMERGENCE OF THE FIRST GLOBAL AGE AND THE COLUMBIAN EXCHANGE.

7 – W4.3.1 AFRICA TO 1500 — DESCRIBE THE DIVERSE CHARACTERISTICS OF EARLY AFRICAN SOCIETIES. ~~(G)~~

7 – W4.3.2 THE AMERICAS TO 1500 — DESCRIBE THE DIVERSE CHARACTERISTICS OF EARLY CIVILIZATIONS IN THE AMERICAS.

7 – W4.3.3 CHINA TO 1500 — IDENTIFY MAJOR CHINESE DYNASTIES AND DESCRIBE WAYS THEY RESPONDED TO INTERNAL AND EXTERNAL CHALLENGES.

7 – W4.3.4 THE EASTERN EUROPEAN SYSTEM AND THE BYZANTINE EMPIRE TO 1500 — ANALYZE RESTRUCTURING OF THE EASTERN EUROPEAN SYSTEM.

7 – W4.3.5 WESTERN EUROPE TO 1500 — EXPLAIN THE WORKINGS OF FEUDALISM, MANORIALISM, AND THE GROWTH OF CENTRALIZED MONARCHIES AND CITY-STATES IN EUROPE.

~~(FOUNDATIONAL EXPECTATIONS ADDRESSED IN GRADE 6)
STUDY THE RELATIONSHIPS BETWEEN PEOPLE, PLACES, AND ENVIRONMENTS BY USING INFORMATION THAT IS IN A GEOGRAPHIC (SPATIAL) CONTEXT. ENGAGE IN MAPPING AND ANALYZING THE INFORMATION TO EXPLAIN THE PATTERNS AND RELATIONSHIPS THEY REVEAL BOTH BETWEEN AND AMONG PEOPLE, THEIR CULTURES, AND THE NATURAL ENVIRONMENT IN A HISTORICAL CONTEXT.~~

G1.12 Spatial Thinking Geographical Inquiry and Analysis

~~Use maps and other geographic tools to acquire and process information from a spatial perspective.~~ Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the era under study.

7 – G1.12.1 ~~Explain and use a variety of maps, globes, and web-based geography technology to study the world, including global, interregional, regional, and local scales~~ WHY MAPS OF THE SAME PLACE MAY VARY AS A RESULT OF NEW KNOWLEDGE AND/OR ADVANCES IN SCIENCE AND TECHNOLOGY.

7 – G1.1.2 ~~Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).~~

7 – G1.2.1 ~~Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.~~

7 – G1.2.2 ~~Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.~~

7 – G1.2.3 ~~Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.~~

7 – G1.2.4 ~~Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.~~

7 – W4.3.1 e.g., Case studies might include comparing characteristics of Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, or Songhai civilizations; using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology and language; or interpreting maps of the trans-Saharan trade in gold and salt.

7 – W4.3.2 e.g., Compare and contrast ~~American-Indian~~ INDIGENOUS civilizations and societies such as the Maya, Aztec, Inca, Pueblo and/or Eastern Woodland peoples.

7 – W4.3.3 e.g., Examples might include the Tang and Sung dynasties, Mongol rule, and restoration of Chinese rule under the Ming emperors.

7 – W4.3.4 e.g., Factors might include the rise and decline of the Byzantine Empire; the region's unique location; the region's political, economic, and religious transformations; and emerging tensions between eastern and western systems.

7 – W4.3.5 e.g., Examples include the role of the Roman Catholic Church, the growth of towns and cities, the Crusades, and the impact of the Renaissance.

7—G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.

7—G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

7—G1.3.1 Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth.

7—G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

7—G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2.1 Physical Characteristics of Place

Describe the physical characteristics of places.

7—G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

7—G2.1.2 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

7—G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

7—G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

7—G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

G3.1 Physical Processes

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

7—G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).

G3.2 Ecosystems

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

7—G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).

7—G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).

G4.1 Cultural Mosaic

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

7—G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

7—G4.1.2 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.

G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, products and ideas.

7—G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).

G4.3 Patterns of Human Settlement

Describe patterns, processes and functions of human settlement.

7—G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).

7—G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

G4.42.1 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division and control of Earth's surface.

7 – G4.42.1.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups.

7 – G4.42.1.2 Describe examples of cooperation and conflict within the ERA UNDER STUDY. European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts

7 – G4.42.1.1 e.g., Examples include natural resources, power, culture, wealth.

such as a multi-lingual population)

G5.1 Humans and the Environment

Describe how human actions modify the environment.

7—G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).

7—G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).

7—G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream)

G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

7—G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).

G3 GLOBAL TOPIC INVESTIGATION AND ANALYSIS (P2)

THROUGHOUT THE SCHOOL YEAR THE STUDENTS ARE INTRODUCED TO TOPICS THAT ADDRESS GLOBAL ISSUES THAT INTEGRATE TIME AND PLACE. INCLUDED ARE CAPSTONE PROJECTS THAT ENTAIL THE INVESTIGATION OF HISTORICAL AND CONTEMPORARY GLOBAL ISSUES THAT HAVE SIGNIFICANCE FOR THE STUDENT AND ARE CLEARLY LINKED TO THE WORLD OUTSIDE THE CLASSROOM. THE TOPICS AND ISSUES ARE DEVELOPED AS POSSIBLE CAPSTONE PROJECTS WITHIN UNITS AND AT THE END OF THE COURSE.

G63.1 Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects. (National Geography Standards 17 and 18, p. 179 and 181)

7 - G63.1.1 **Contemporary Investigations** - INVESTIGATIONS DESIGNED FOR WORLD HISTORY ERAS 1-4 - Conduct research on **contemporary** global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

~~7—G6.1.2 Investigations Designed for Ancient World History Eras—Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.(H1.4.3, G1.2.6, See P3 and P4)~~

~~C1.1 Nature of Civic Life, Politics, and Government~~

~~Describe civic life, politics and government and explain their relationships.~~

~~7—C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments~~

~~C3.6 Characteristics of Nation-States~~

~~Describe the characteristics of nation-states and how nation-states may interact.~~

~~7—C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.~~

~~C4.3 Conflict and Cooperation Between and Among Nations~~

~~Explain the various ways that nations interact both positively and negatively.~~

~~7—C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).~~

~~7—C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).~~

~~7—C4.3.3 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).~~

~~E1.1 Individual, Business, and Government Choices~~

~~Describe how individuals, businesses, and governments make economic decisions when confronting scarcity in the market economy.~~

~~7—E1.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).~~

~~7—E1.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).~~

~~E2.3 Role of Government~~

~~Describe how national governments make decisions that affect the national economy.~~

~~7—E2.3.1 Explain how national governments make decisions that~~

7 – G63.1.1 e.g., Students investigate contemporary topics and issues that they have studied in an ancient world history context.

The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography

WHG Era 1

Population Growth and Resources – Investigate how population growth affects resource availability.

Migration – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

WHG Era 2

Sustainable Agriculture – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

WHG Era 3

Disease - compare the black plague with the spread of contemporary diseases

WHG Era 4

Religion - explain how religions and/or ethical systems spread today.

impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

E3.1 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

7—E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).

7—E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).

7—E3.1.3 Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.

7—E3.1.4 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).

E3.3 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

7—E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

7 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

- Identify public policy issues related to global topics and issues studied.
- Clearly state the issue as a question of public policy orally or in written form.
- Use inquiry methods to acquire content knowledge and appropriate data about the issue.

- Identify the causes and consequences and analyze the impact, both positive and negative.
- Share and discuss findings of research and issue analysis in group discussions and debates.
- Compose a persuasive essay justifying the position with a reasoned argument.
- Develop an action plan to address or inform others about the issue at the local to global scales.

P4.2 Citizen Involvement

Act constructively to further the public good.

7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

7 – P4.2.3 Participate in projects to help or inform others.

7 - P4.2 e.g., Service learning projects

INTEGRATED UNITED STATES HISTORY: GRADE 8

Eighth-grade students continue their study of United States history from the development of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context. Students should understand the relevancy and connections of this history to their lives. Students will use significant content knowledge, research, and inquiry to analyze issues. They develop reasoned arguments and write a persuasive civic essay addressing issues from the past within a historical context.

INTEGRATED* UNITED STATES HISTORY, ORGANIZED BY ERA (USHG)

Foundational Issues in USHG Eras 1-32 (Review of Grade 5 Social Studies)

F1 Political and Intellectual Transformations

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

USHG ERA 3 – Revolution and the New Nation (1754-1800s)

3.3 Creating New Government(s) and a New Constitution (introduced in Grade 5; begins Grade 8 expectations)

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

4.1 Challenges to an Emerging Nation

4.2 Regional and Economic Growth

4.3 Reform Movements

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

5.1 The Coming of Civil War

5.2 Civil War

5.3 Reconstruction

5.4 Policy Issues in USHG Eras 3-5

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

~~*Geography, Civics and Government, and Economics are integrated into the historical context. National Geography Standards are listed on p. 35 and are referenced after expectations where appropriate.~~

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE EIGHT

FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY ERAS 1-32

These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history studied in 5th grade. To set the stage for the study of U.S. history that begins with the development of the U.S. Constitution, students should be able to draw upon an understanding of these philosophies and intellectual foundations.

F1 Political and Intellectual Transformations

F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing:

- THE CORE VALUES DECLARED AS ~~the~~ self-evident truths ("core principles") held by the founding fathers (~~Equality, CORE VALUES Rule of Law, Unalienable Rights, Limited Government, Social Compact Theory, and the Right of Revolution~~)
- experiences with self-government (e.g., House of Burgesses and town meetings) (~~C2~~)
- changing interactions with the royal government of Great Britain after the French and Indian War (~~C2~~)

F1.2 USING THE DECLARATION OF INDEPENDENCE, INCLUDING GRIEVANCES, UNIFYING PRINCIPLES, AND CORE VALUES ~~DESCRIBE THE ROLE THIS DOCUMENT ANALYZE THE DECLARATION OF INDEPENDENCE PLAYED IN EXPRESSING:~~

- COLONISTS' VIEWS OF GOVERNMENT
- THEIR REASONS FOR SEPARATING FROM GREAT BRITAIN (~~C2~~)

F1.3 DESCRIBE THE CONSEQUENCES OF THE AMERICAN REVOLUTION BY ANALYZING AND EVALUATING THE RELATIVE INFLUENCES OF:

- BIRTH OF AN INDEPENDENT REPUBLICAN GOVERNMENT (~~C2~~)
- CREATION OF THE ARTICLES OF CONFEDERATION (~~C2~~)
- CHANGING VIEWS ON FREEDOM AND EQUALITY (~~C2~~)
- CONCERNS OVER DISTRIBUTION OF POWER WITHIN GOVERNMENTS, BETWEEN GOVERNMENT AND THE GOVERNED, AND AMONG PEOPLE (~~C2~~)

U3 USHG ERA 3 – Revolution and the New Nation

U3.3 Creating New Government(s) and a New Constitution

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

Note: Expectations U3.3.1–U3.3.5 address content that was introduced in Grade 5, but ask for explanation and analysis at a higher level than expected in Grade 5. They are included here to support in-depth discussion of the historical and philosophical origins of constitutional government in the United States. (~~U3.3.6~~)

8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (~~e.g., why its drafters-~~

Examples ~~Suggestions for~~ Local Curriculum

F1.1 e.g., Equality, Core Values Rule of Law, Unalienable Rights, Limited Government, Social Compact Theory, POPULAR SOVEREIGNTY, and the right of ~~Revolution~~ the people to alter or abolish an oppressive government

8 – U3.3.1 e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shay's Rebellion, disputes over western lands

~~created a weak central government, challenges the nation faced under the Articles, Shay's Rebellion, disputes over western lands).~~
(C2)

8 – U3.3.2 Identify economic ~~and~~, political, AND CULTURAL ~~questions~~ ISSUES facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.
(E1.4)

8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power AMONG THE STATES AND WITHIN THE FEDERAL GOVERNMENT, the conduct of foreign affairs, COMMERCE WITH TRIBES, rights of individuals, ~~rights of states~~, election of the executive, and slavery as a regional and federal issue.

8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues, including sharing and separation of power, and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; AND RELATIONSHIPS AND AFFAIRS WITH INDIGENOUS NATIONS.

8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.
(National Geography Standard 3, p. 148) (C2)

8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear among many Americans of a strong central government. (C3)

8 – U3.3.7 EXPLAIN HOW THE CORE VALUES ~~PRINCIPLES (EQUALITY, RULE OF LAW, UNALIENABLE RIGHTS, LIMITED GOVERNMENT, SOCIAL COMPACT THEORY, AND THE RIGHT OF REVOLUTION)~~ ARE EMBODIED IN THE CONSTITUTION THROUGH CONSTITUTIONAL ~~FEATURES~~ PRINCIPLES SUCH AS REPRESENTATIVE GOVERNMENT, SEPARATION OF POWERS, CHECKS AND BALANCES, FEDERALISM, ENUMERATED POWERS, BICAMERALISM, BILL OF RIGHTS, AND POPULAR SOVEREIGNTY.

8 – U3.3.78 ~~Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers);~~ Describe the ~~historical and~~ philosophical origins of constitutional government in the United States using the CORE VALUES. ~~ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government~~ FROM JOHN LOCKE, THOMAS HOBBS, THE MAYFLOWER COMPACT, "COMMON SENSE," THE DECLARATION OF INDEPENDENCE, AND THE NORTHWESTERN ORDINANCE.

8 – U3.3.7 e.g., equality, rule of law, unalienable rights, limited government, social compact theory, POPULAR SOVEREIGNTY, and the right of ~~Revolution~~ the people to alter or abolish an oppressive government

8 – U3.3.8 e.g., John Locke, Thomas Hobbes, the Mayflower Compact, "Common Sense," the Declaration of Independence, and the Northwest Ordinance

U4 USHG ERA 4 – Expansion and Reform (1792-1861)

U4.1 Challenges to an Emerging Nation

Analyze the challenges the new federal government faced and the role of political and social leaders in meeting those challenges.

8 – U4.1.1 WASHINGTON'S FAREWELL – Use Washington's Farewell Address to analyze WASHINGTON'S PERSPECTIVE ON the most significant challenges the new nation faced. ~~and the extent to which subsequent Presidents heeded Washington's advice.~~ (C4)

8 – U4.1.2 ESTABLISHING AMERICA'S PLACE IN THE WORLD – ~~Explain~~ Assess the changes in America's relationships with other

8 – U4.1.1 e.g., deciding if and when to get involved in foreign conflicts, the risk of political factions, establishing the limits of executive power

nations by analyzing THE ORIGINS, INTENTS, AND PURPOSES OF treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (National Geography Standard 13, p. 161).

8 – U4.1.3 CHALLENGE OF POLITICAL CONFLICT – Explain how EXAMINE THE ORIGINS AND INTENTIONS OF EARLY AMERICAN political parties, INCLUDING HOW THEY emerged. out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over

- relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) (C3)
- foreign relations (e.g., French Revolution, relations with Great Britain) (C3)
- economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)

WHO PARTICIPATED, AND WHAT INFLUENCED THEIR IDEOLOGIES.

8 – U4.1.4 Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marburg v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCulloch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). (C3, E1.4, 2.2) ESTABLISHING A NATIONAL JUDICIARY AND ITS POWER – USE MARBURY V. MADISON TO EXPLAIN THE DEVELOPMENT OF THE POWER OF THE SUPREME COURT THROUGH THE DOCTRINE OF JUDICIAL REVIEW.

U4.2 Regional and Economic Growth

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

8 – U4.2.1 Comparing the Northeast and the South – Compare and contrast the social and economic systems of the Northeast, and the South, AND THE WESTERN FRONTIER (KENTUCKY, OHIO VALLEY, ETC.), with respect to geography and climate and the development of:

- agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171)
- industry, including entrepreneurial development of new industries, such as textiles (E1.1)
- the labor force, including labor incentives and changes in labor forces (E1.2)
- transportation, including changes in transportation (steamboats and canal barges) and the impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148)
- immigration and the growth of nativism (National Geography Standard 9, p. 160)
- race relations
- class relations

8 – U4.1.2 e.g., Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, and the Monroe Doctrine

8 – U4.1.3 E.G., OUT OF THE COMPETING IDEAS, EXPERIENCES, AND FEARS OF THOMAS JEFFERSON AND ALEXANDER HAMILTON (AND THEIR FOLLOWERS), DESPITE THE WORRIES THE FOUNDERS HAD CONCERNING THE DANGERS OF POLITICAL DIVISION, BY ANALYZING DISAGREEMENTS OVER RELATIVE POWER OF THE NATIONAL GOVERNMENT (E.G., WHISKEY REBELLION, ALIEN AND SEDITION ACTS)

FOREIGN RELATIONS (E.G., FRENCH REVOLUTION, RELATIONS WITH GREAT BRITAIN)

ECONOMIC POLICY (E.G., THE CREATION OF A NATIONAL BANK, ASSUMPTION OF REVOLUTIONARY DEBT)

8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.

8 – U4.2.3 Westward Expansion – **Explain** ANALYZE the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of **American Indians** INDIGENOUS PEOPLES (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, **the Mexican-American War**, and the idea of Manifest Destiny. ~~(E2.1, G6) (National Geography Standard 6, p. 154)~~

8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on **American Indians** INDIGENOUS PEOPLES, the institution of slavery, and the relations between free and slaveholding states. ~~(C2, G13) (National Geography Standard 13, p. 169)~~

U4.3 Reform Movements

Analyze the growth of antebellum American reform movements.

8 – U4.3.1 Explain the origins of the American Education system ~~and Horace Mann’s campaign for free compulsory public education.~~ ~~(C2)~~

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders ~~(e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass)~~ and the response of southerners and northerners to the abolitionist movement. ~~(C2, G6) (National Geography Standard 6, p. 154)~~

8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders ~~(e.g., Susan B. Anthony and Elizabeth Cady Stanton)~~ and comparing **the Seneca Falls Resolution** PRIMARY SOURCE DOCUMENTS FROM THIS ERA to the Declaration of Independence.

8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. ~~(C2)~~

8 – U4.3.5 **Evaluate** INVESTIGATE the role of religion in shaping antebellum reform movements. ~~(C2)~~

U5 USHG ERA 5 – Civil War and Reconstruction (1850-1877)

U5.1 The Coming of the Civil War

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

8 – U5.1.1 **Explain** COMPARE the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved persons. ~~(C2)~~

8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery. ~~(e.g., the establishment of Michigan as a free state).~~ ~~(National Geography Standard 12, p. 167) (G12)~~

8 – U5.1.3 Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states ~~(e.g., sectionalism, nationalism, federalism, state-~~

8 - U4.3.1 e.g., Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann

8 - U4.3.2 e.g., John Brown and the armed resistance, Harriet Tubman, the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass

8 - U4.3.3 e.g., Susan B. Anthony, Elizabeth Cady Stanton; the Declaration of Sentiments, Elizabeth Cady Stanton’s Address on Women’s Rights September 1848

8 - U4.3.5 e.g., differences in beliefs by different denominations of Christianity

8 - U5.1.2 e.g., the establishment of Michigan as a free state

rights). ~~(C3)~~

8 – U5.1.4 ~~Describe how~~ DRAW CONCLUSIONS ABOUT WHY the following increased sectional tensions:

- the Missouri Compromise (1820)
- the Wilmot Proviso (1846)
- the Compromise of 1850 including the Fugitive Slave Act
- the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
- the Dred Scott v. Sandford decision (1857)
- changes in the party system ~~(e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)~~ (C2; C3) (National Geography Standard 13, p. 169)

8 – U5.1.5 Describe the resistance of enslaved persons ~~(e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad)~~ and effects of their actions before and during the Civil War. ~~(C2)~~

8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. ~~(C2, G13)~~

U5.2 Civil War

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

8 – U5.2.1 ~~Explain the reasons~~ DISCUSS THE ~~(social, IDEOLOGICAL,~~ political, economic, AND CULTURAL REASONS FOR SECESSION.) ~~why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.~~ (C3, E1.2) (National Geography Standard 6, p. 154)

8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the:

- critical events and battles in the war
- political and military leadership of the North and South
- respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological ~~(E1.4, G15)~~ (National Geography Standard 15, p. 173)

8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to:

- his military and political leadership
- the evolution of his emancipation policy (including the Emancipation Proclamation)
- the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence ~~(C2)~~

8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people.

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. ~~(G14)~~ (National Geography Standard 14, p. 171)

8 U5.1.3 e.g., sectionalism, nationalism, federalism, state rights

8 - U5.1.4 e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party

8 - U5.1.5 e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad

U5.3 Reconstruction

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

8 – U5.3.1 **Describe** COMPARE the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, DEMOCRATS, and African Americans.

8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the:

- policies of the Freedmen’s Bureau (E2.2)
- restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)

8 – U5.3.3 Describe the new role of African Americans in local, state, and federal governments in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5, G10)

8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

8 – U5.3.5 Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans.

U5.4 Investigation Topics and Issue Analysis (P2)

Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.

8 – U5.4.1 United States History Investigation Topic and Issue Analysis, Past and Present –

Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic; identify a connection to a contemporary issue, and present findings; include causes and consequences of the historical action; and predict possible consequences of the contemporary action. (G9, 10)

U6.1 America in the Last Half of the 19th Century

Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century.

8—U6.1.1 America at Century’s End—Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in—

- territory, including the size of the United States and land use (National Geography Standards 1 and 16, pp. 144 and 196)
- population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) (National Geography Standards 9 and 12, pp. 160 and 167)
- systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (National Geography Standard 11, p. 164)
- governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) (National Geography Standard 16, p. 176)
- economic change, including industrialization, increased global competition, and their impact on conditions of farmers and—

~~industrial workers (E1.4, 2.1, 3.2) (National Geography Standard 11, p. 164)~~

- ~~• the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans~~
- ~~• the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians (National Geography Standard 13, p. 169)~~

U6.21 Investigation Topics and Issue Analysis (P2)

Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.

8 – U6.21.1 Use the historical perspective to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.

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

P4.2 Citizen Involvement

Act constructively to further the public good.

8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would: plan and conduct activities intended to advance views in matters of public policy; report the results; and evaluate effectiveness.

8 – P4.2.2 Engage in activities intended to contribute to the solution of a national or international problem studied.

8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

8 – U6.21 e.g., Balance of Power – How has the nation addressed tensions between state and federal governmental power?

Liberty v. Security – How has the nation balanced liberty interests with security interests?

The Government and Social Change – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change?

Movement of People – How has the nation addressed the movement of people into and within the United States?

8 - P3.1.1 E.G., EQUALITY, CORE VALUES, RULE OF LAW, LIMITED GOVERNMENT, SOCIAL COMPACT THEORY, POPULAR SOVEREIGNTY, AND THE RIGHT OF **REVOLUTION** THE PEOPLE TO ALTER OR ABOLISH AN OPPRESSIVE GOVERNMENT

MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES (9-12)

High School Social Studies Overview Chart

World History and Geography	U.S. History and Geography	Civics	Economics
Disciplinary Knowledge-COURSE/CREDIT FOCUS	Disciplinary Knowledge-COURSE/CREDIT FOCUS	Disciplinary Knowledge-COURSE/CREDIT FOCUS	Disciplinary Knowledge-COURSE/CREDIT FOCUS
<p>Historical and Geographical Knowledge and Perspective</p> <p>Historical and Geographical Analysis and Interpretation</p> <p>Global Analysis of World History Eras 5 – 8 from two perspectives: global and interregional</p> <p>W5 WHG - Era 5 The Emergence of the First Global Age, 15th – 18th Centuries</p> <p>W6 WHG - Era 6 An Age of Global Revolutions, 18th Century – 1914</p> <p>W7 WHG - Era 7 Global Crisis and Achievement, 1900 – 1945</p> <p>W8 WHG - Era 8 The Cold War and Its Aftermath: The 20th Century Since 1945</p> <p>Global Issues</p>	<p>Historical and Geographical Knowledge and Perspective</p> <p>Historical and Geographical Analysis and Interpretation</p> <p>Thematic Analysis of United States History Eras 6 – 9</p> <p>F Foundations USHG ERAS 1-5</p> <p>U6 USHG - Era 6 The Development of an Industrial, Urban, and Global United States, 1870 – 1930</p> <p>U7 USHG - Era 7 The Great Depression and World War II, 1920 – 1945</p> <p>U8 USHG - Era 8 Post-World War II United States, 1945 – 1989</p> <p>U9 USHG - Era 9 America in a New Global Age, 1980 – present</p>	<p>Civics Knowledge</p> <p>Intellectual Skills</p> <p>Participatory Skills</p> <p>Civics Dispositions</p> <p>C1 Conceptual Foundations of Civic and Political Life</p> <p>C2 Origins and Foundations of the Government of the United States</p> <p>C3 Government in the United States</p> <p>C4 The Relationship of the United States to Other Nations and World Affairs</p> <p>C5 Citizenship in the United States</p> <p>C6 Citizenship in Action</p>	<p>Economics Knowledge</p> <p>Intellectual Skills</p> <p>Economic Literacy</p> <p>E1 The Market Economy</p> <p>E2 The National Economy</p> <p>E3 International Economy</p>

WORLD HISTORY AND GEOGRAPHY

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
- make comparisons 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 cultures, and their environments
- the causes, consequences, and patterns of cultural, intellectual, religious and social changes
- the relationship between the environment and 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 5-8 and conclude with a set of contemporary global issues~~ USING TIME, THE K-12 EXPECTATIONS ARE PRESENTED IN EIGHT OVERLAPPING HISTORICAL ERAS. THE HIGH SCHOOL EXPECTATIONS INCLUDE ERAS 5-8 AND CONCLUDE WITH A SET OF CONTEMPORARY GLOBAL ISSUES. A CONTEXTUALIZED REVIEW OF MAJOR IDEAS FROM ERAS 1-4 MAY BE HELPFUL.

~~Foundational Expectations—Expectations to establish necessary background to begin high school study~~

- 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

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 CE/AD 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 spaces 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.

~~Recommended Regional expectations THE SUGGESTIONS FOR LOCAL CURRICULUM provide options for focusing on events within a particular region, such as Latin America through the 18th century, the Russian Revolution, or the rise of fascism in Europe. The suggestions provide concrete examples for teaching transferable, conceptual knowledge in the interregional and global spatial scales. Regional-~~

~~expectations THE SUGGESTIONS FOR LOCAL CURRICULUM are designed to be selected in support of the interregional and global expectations.~~

Although the expectations are divided into eras and spatial scales for the purpose of organization, teachers and students must not see fixed lines between eras and spatial scales. These are not absolute compartments but rather fluid, nested categories used to help organize content expectations. For example, teachers and students should be able to move from a global look at trade networks in the 10th century, through 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, the standards contain many cross references to help teachers and students make connections across time and space.

To emphasize the idea that the ~~regional standards~~ SUGGESTIONS FOR LOCAL CURRICULUM are standards to be used selectively, ~~many of the bulleted points in the standards and some of the regional standards FROM THE 2007 WORLD HISTORY AND GEOGRAPHY STANDARDS~~ have been removed ~~and put in an appendix~~. While ~~those bullets are~~ useful to help guide instruction, ~~they~~ REGIONAL EXPECTATIONS had the effect of becoming a checklist of facts ~~that teachers felt they had to cover to prepare their students~~ IN PREPARATION for the state assessment. ~~Covering all of the regional expectations tended to mean that many teachers were not able to get through the eras to contemporary global issues.~~ By putting the regional expectations in an appendix, they become THE SUGGESTIONS FOR LOCAL CURRICULUM ARE NOW a resource for teachers to select from to support instruction in the global and interregional standards. This provides for a deeper world history and geography experience, and provides time and space to appropriately culminate study with an examination of Contemporary Global Issues as outlined in the standards.

~~NATIONAL GEOGRAPHY STANDARDS (AS REFERENCED AFTER EXPECTATIONS WHERE APPROPRIATE)~~

~~The World in Spatial Terms: Geographical Habits of Mind~~

- ~~1. Tools, Technology, and Information Processing Maps, Geospatial Technology, and Spatial Thinking~~
- ~~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~~

- ~~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 in the World~~

USING THE WORLD HISTORY AND GEOGRAPHY HSCE: THINGS TO REMEMBER

Several considerations are important as teachers use the High School Content Expectations to plan instruction.

- The High School Content Expectations are the foundation for developing historical, **spatial**-GEOGRAPHIC, civic, and economic thinking.
- Active social studies inquiry is essential. The Arc of Inquiry is a description of the process that helps students develop the kind of reasoned and informed decision making needed for active citizenship in American society.
- ~~Represents Content Expectations and not Pedagogical Organization.~~ Beyond the high school courses needed to develop state assessments, the HSCE do not specify lessons, units, or an instructional sequence. World geography can be taught regionally or thematically, and history can be taught past to present, or present to past.
- ~~Differentiates between required and suggested (e.g.) content. Content in parentheses with an e.g. are intended as examples to clarify and are not required content. In addition, many e.g.s and bulleted points in the former standards have been shifted to appendices. THE SUGGESTIONS FOR LOCAL CURRICULUM REPLACE MANY OF THE REGIONAL STANDARDS FROM THE PREVIOUS EDITION OF THE WORLD HISTORY AND GEOGRAPHY STANDARDS. The suggestions might be used in the prompt of an assessment question, but will not be the focus of a question.~~ ON NUMEROUS OCCASIONS, THE EXPECTATIONS WILL INCLUDE EXAMPLES TO HELP CLARIFY TEACHABLE CONTENT. THESE SPECIFIC EXAMPLES ARE SUGGESTIONS. EDUCATORS MAY USE OTHER EXAMPLES TO MEET THE EXPECTATIONS OR TO GUIDE INSTRUCTION AND THE CREATION OF LOCAL CURRICULUM AND RESOURCES. THE EXAMPLES ARE NOT REQUIRED CONTENT BUT MAY APPEAR IN A PROMPT OF AN ASSESSMENT QUESTION; HOWEVER, THE FOCUS OF A STATE SUMMATIVE ASSESSMENT QUESTION WILL BE THE LANGUAGE AND CONTENT OF THE EXPECTATION ITSELF.

Process and Skills

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit standards.

WORLD HISTORY AND GEOGRAPHY (WHG) CONTENT STATEMENT OUTLINE

General Social Science Knowledge, Processes, and Skills

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

World History and Geography

Eras 5 – 8 Addressed in WHG HSCE

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 AND 21ST CENTURIES 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)

WORLD HISTORY AND GEOGRAPHY

Examples Suggestions for Local Curriculum

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— 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— 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— 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— Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including: the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society; diverse religious traditions of Islam—Sunni, Shi'a/Shi'ite, Sufi (National Geography Standard 10, p.203); role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia; the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity.

4.2.2 Unification of Eurasia under the Mongols— Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (National Geography Standard 11, p. 206)

4.2.3— Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze 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— 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 9, p. 201); 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— 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— 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— 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 transformation; emerging tensions between East and West (National Geography Standard 3, p.188)

4.3.5— Explain the workings of feudalism, manorialism, 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 of 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)

5.1 e.g., the major political, religious, economic, and cultural transformations in the Ottoman Empire; reasons for the continuity of Chinese society under the Ming and Quing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration

~~5.1.2 Use historical and modern maps to analyze major territorial transformations and movement 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 9d, p.202)~~
 WORLD RELIGIONS – ANALYZE THE IMPACT OF THE DIFFUSION OF WORLD RELIGIONS ON SOCIAL, POLITICAL, CULTURAL, AND ECONOMIC SYSTEMS.

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~~ EXPLAIN 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~~; DESCRIBE the geographic routes ~~used~~ TAKEN in the exchange of PEOPLE, plants, animals and pathogens ~~among the continents in the late 15th and 16th centuries 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 14d, p. 212)~~; AND EVALUATE THE IMPACT OF THESE EXCHANGES IN THE LATE 15TH AND 16TH CENTURIES.

5.2.2 TRANS-AFRICAN AND TRANS-ATLANTIC SLAVE SYSTEMS – Analyze the emerging trans-Atlantic slave system ~~and compare~~ BY COMPARING it to other systems of labor ~~existing during this era by: using historical and modern maps and other data to analyze~~ WITH RESPECT TO 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. ~~; 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).~~

5.2.3 GROWTH OF CHRISTIANITY—ANALYZE THE SPREAD OF CHRISTIANITY, INCLUDING:

- THE GEOGRAPHIC EXTENT OF CHRISTIANITY AND THE ARTISTIC, SCIENTIFIC, TECHNOLOGICAL, AND ECONOMIC FEATURES OF CHRISTIAN SOCIETIES
- THE ROLE OF CHRISTIANITY AS A CULTURAL, POLITICAL, AND ECONOMIC FORCE
- THE ROLE OF CHRISTIANITY AS BOTH A POLITICAL AND RELIGIOUS INSTITUTION

5.2 e.g., colonial transformations in Latin America, including: the near-elimination of American Indian civilizations and peoples; social stratification; peninsulares, creoles, mestizos

5.2.2 e.g., impact of migrating infectious diseases, environmental transformations, institutional slavery

5.3—RECOMMENDED Regional Content Expectations

Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas. Recommended regional expectations provide options for focusing on events within a specific region. Regional expectations are designed to be selected in support of the interregional and global expectations. Regional expectations are located in the appendix to this document.

5.3.1—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—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 Geographic Standard 4, p. 190).

5.3.3—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 Geographic Standard 4, p. 190).

5.3.4—Analyze the major political, religious, economic, and cultural transformations in Russia including: Russian imperial expansion and top-down westernization/modernization (National Geography Standard 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—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—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)~~

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 Geographic Standard 9, p. 201).~~

6.1.3 INCREASING GLOBAL INTERCONNECTIONS – Describe the 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 Geographic Standard 10, p. 203 AND NEW GLOBAL NETWORKS THAT RESULTED IN the global SPREAD OF MAJOR INNOVATIONS IN GOVERNANCE, ECONOMIC SYSTEMS, technologies, and commodities via new global networks. (National Geography Standards 10 and 11)~~

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)~~

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)~~ AMERICAN REVOLUTION, THE FRENCH REVOLUTION, AND ONE OTHER REVOLUTION THAT OCCURRED IN A REGION EXTERNAL TO EUROPE FROM THE STANDPOINT OF POLITICAL, ECONOMIC, AND SOCIAL CAUSES AND CONSEQUENCES. ~~(National Geography Standard 13, p. 210)~~

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

6.1.1 e.g., communism, socialism, nationalism, capitalism, global influence of innovations and technologies and global trade

6.1.3 e.g., economic impact of the Renaissance, the Reformation, and demographic shifts due to the decline of Mughal or Ottoman empires

6.1.5 e.g., Haitian, Mexican or other Latin American, or Chinese revolutions

6.2.1 e.g., the democratic ideas and revolutionary conflicts that influenced European society, including religious institutions, education, family life, and the legal and political position of women

6.2.2 GROWTH OF NATIONALISM AND NATION-STATES – Compare and contrast the rise of nation-states in a western context (e.g. German, Italy) and non-western context (e.g. Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (National Geography Standard 10)

6.2.3 INDUSTRIALIZATION – Analyze the COMPARE AND CONTRAST the origins, characteristics and consequences of industrialization in Russia, Japan, and one of the following; Britain, Germany, United States, or France DIFFERENT REGIONS BY:

- 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)
- describing the environmental impacts of industrialization and urbanization (National Geography Standard 14)

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 19th-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (National Geography Standard 16).
- describing the connection between imperialism and racism, including the social construction of race
- comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 212).
- analyze the responses to imperialism by African and Asian peoples (See 6.6.3) 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—RECOMMENDED Regional Content Expectations

Analyze the important regional developments and political, economic, and social transformations in Europe, Japan, China, and Africa. RECOMMENDED REGIONAL EXPECTATIONS PROVIDE OPTIONS FOR FOCUSING ON EVENTS WITHIN A SPECIFIC REGION. REGIONAL EXPECTATIONS ARE DESIGNED TO BE SELECTED IN SUPPORT OF THE INTERREGIONAL AND GLOBAL EXPECTATIONS. REGIONAL EXPECTATIONS ARE LOCATED IN THE APPENDIX TO THIS DOCUMENT.

6.3.1—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—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

6.2.4 e.g., the political, economic, and social transformations in East Asia, including Japan (Meiji Restoration), the Russo-Japanese War, and the decline of Qing China; the different experiences African societies had with imperialism, north and south of the Sahara (Egypt, Ethiopia and the Congo)

events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions.

6.3.3— 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, technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2) (National Geography Standard 13)

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)

7.1.3 TWENTIETH CENTURY GENOCIDE – Use ~~various~~ PRIMARY AND SECONDARY 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). genocide in the 20th century. (National Geography Standard 9)

7.1.4 GLOBAL TECHNOLOGY – ~~Describe~~ EVALUATE HOW significant technological ~~innovations~~ and scientific ~~breakthroughs in transportation, communication, medicine, and warfare and analyze how they~~ innovations both benefited and imperiled humanity. (National Geography Standard 11)

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)

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~~ EXPLAIN the causes, characteristics, and long-term consequences of World War I by:

- ~~analyzing the causes of the war including~~ CONSIDERING MULTIPLE PERSPECTIVES ON THE EFFECTS OF nationalism, industrialization, disputes over territory, systems of alliances, imperialism, ~~and militarism~~, the role of colonial peoples, and militarism
- ~~analyzing~~ DESCRIBING the distinctive characteristics and impacts of the war on the soldiers and people at home, INCLUDING THE USE OF PROPAGANDA (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)

7.1 e.g., continuity and change in Russia, Asia, the Americas, the Middle East, and Africa

7.1.2 e.g., journals, oral histories, films, interviews, or other writings about the Holocaust, Armenian genocide, or mass exterminations of Ukrainians or Chinese

7.1.4 e.g., electronics, interplanetary probes, antibiotics, atomic and hydroelectric power

7.2.1 e.g., the ideologies, policies, and governing methods of 20th century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union); examination of the economic, social, and political impacts of significant events in countries in Europe and Asia, such as the Russian Revolution.

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~~)

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 the 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~~)
- explaining the Holocaust (OR SHOAH), including Nazi ideology, policies, ~~and~~ consequences, AND RESPONSES BY THE ALLIES, INTERNATIONAL ORGANIZATIONS, AND INDIVIDUALS ~~of the Holocaust (or Shoah)~~ (~~See 7.3.2~~) (~~National Geography Standard 10, p. 203~~)
- investigating the development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the United States government, international organizations, and individuals
- analyzing the major turning points and unique characteristics of the war (~~See 7.1.5~~) (~~National Geography Standard 17~~)
- 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~~)
- analyzing the immediate consequences of the war’s end, including the devastation, effects on population, dawn of the atomic age, AND the occupation of Germany and Japan (~~See 7.1.5; 8.1~~) (~~National Geography Standard 6~~)
- describing the emergence of the United States and the Soviet Union as global superpowers (~~See 7.1.5; 8.1~~) (~~National Geography Standard 6~~) —

~~7.2.4 Revolutionary and/or Independence Movements — Revolutionary and/or Independence Movements — Compare two revolutionary and/or Independence movements of this era (e.g., Russia, Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (National Geography Standard 13)~~

~~7.3 — RECOMMENDED Regional Content Expectations~~

~~Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa. Recommended regional expectations provide options for focusing on events within a specific region. Regional expectations are designed to be selected in support of the interregional and global expectations. Regional expectations are located in the appendix to this document.~~

~~7.3.1 — Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.~~

7.2.2 e.g., examination of the economic, social, and political impacts of the Russian Revolution, Japanese imperialism, Chinese nationalism, the emergence of communism, and India’s struggle for independence

~~7.3.2— 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— 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— Analyze the political, economic and social transformations that occurred in this era, including: economic imperialism (e.g., dollar diplomacy); foreign military intervention and political revolutions in Central and South America; nationalization of foreign investments.~~

~~7.3.5— 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.~~

WHG Era 8 – The Cold War and Its Aftermath: The 20th AND 21ST CENTURIES 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 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 723). EXPLAIN THE ECONOMIC, POLITICAL, AND MILITARY ORIGINS OF THE COLD WAR. (National Geography Standard 13)~~

8.1.1 e.g., ideological and political differences between the Soviet bloc and the West, including the development of communism in China

~~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). COMPARE AND CONTRAST THE CAUSES AND CONSEQUENCES OF MAJOR COLD WAR CONFLICTS, INCLUDING THE ARMS RACE AND SPACE RACE, AND CONFLICTS IN ASIA, AFRICA, AND CENTRAL AMERICA. (National Geography Standard 13)~~

8.1.2 e.g., power struggles between the United States, the Soviet Union, Korea, and Vietnam, as well as ideological and military competition in and around the areas of Cuba and the Congo

~~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 bipolar to multipolar center(s) of power. (National Geography Standard 13)~~

~~8.1.4 MAPPING THE 20TH CENTURY – Using post-World War I, post-World War II, height of the 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 1)~~

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~~ EXPLAIN THE IMPACT 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)~~ INCLUDING THE IMPORTANCE OF THE MASSIVE RESISTANCE AND NON-VIOLENT PHILOSOPHY OF MAHATMA GANDHI COMPARED TO OTHER PHILOSOPHIES USED IN THE STRUGGLE FOR INDEPENDENCE. ~~(National Geography Standards 13 and 17)~~

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)~~

8.2.3 SOUTHWEST ASIA – 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~~ Southwest Asia. ~~(National Geography Standards 13 and 17)~~

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~~ SINCE 1945 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)~~

CG2 Resources

Explain the changes ~~over the past 50 years~~ SINCE 1945 in the use, distribution, and importance of natural resources (including land, water, energy, food; and 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 the growth

8.2.1 e.g., colonialism, internal and external fighting over natural resources leading to changing locations of national borders, and people's responses in the form of massive resistance through nonviolent protest

8.2.2 e.g., consider including the importance of the massive resistance and nonviolent philosophy of Mahatma Gandhi, compared to other philosophies used in the struggle for independence.

8.2.3 e.g., the development of the state of Israel including continued Arab-Israeli disputes, Palestine, and the Suez Crisis

of multinational corporations and governmental and non-governmental organizations

- the impact of humans on the global environment (~~National Geography Standard 16~~)

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, world trade patterns, and the impact on those who labor
- the exchanges of scientific, technological, and medical innovations
- cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas
- the 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~~)

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
- causes of and responses to ethnic cleansing/genocide/mass extermination
- local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights
- the type of warfare used in these conflicts, including terrorism, private militias, and new technologies (~~National Geography Standards 10 and 13~~)

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.

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 have 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, the study of 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. The study of 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.

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 is 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 of 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. These 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 quantities 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 the 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.

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~~ AND INCLUDE U. S. HISTORICAL ERAS 5 - 9, CULMINATING IN CURRENT POLICY DEBATES.

Foundational Issues in United States History and Geography:

ERA 6 - The Development of an Industrial, Urban, and Global United States, 1870-1930

ERA 7 - The Great Depression and World War II, 1920-1945

ERA 8 - Postwar United States, 1945 -1989

ERA 9 - 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, as well as times and places where people or events challenged, violated, or expanded those ideals.

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; and decide which positions, given the evidence, are more or less plausible, better or worse. While they learn 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 that 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.~~ GEOGRAPHIC THINKING IS INTEGRATED THROUGHOUT, INCLUDING THE SUGGESTIONS FOR LOCAL CURRICULUM.

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 THIS 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 SUGGESTIONS FOR LOCAL CURRICULUM, 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 SUGGESTIONS FOR LOCAL CURRICULUM, a statewide assessment might assess the required content. ON NUMEROUS OCCASIONS, THE EXPECTATIONS WILL INCLUDE EXAMPLES TO HELP CLARIFY TEACHABLE CONTENT. THESE SPECIFIC EXAMPLES ARE SUGGESTIONS. EDUCATORS MAY USE OTHER EXAMPLES TO MEET THE EXPECTATIONS OR TO GUIDE INSTRUCTION AND THE CREATION OF LOCAL CURRICULUM AND RESOURCES. THE EXAMPLES ARE NOT REQUIRED CONTENT BUT MAY APPEAR IN A PROMPT OF AN ASSESSMENT QUESTION; HOWEVER, THE FOCUS OF A STATE SUMMATIVE ASSESSMENT QUESTION WILL BE THE LANGUAGE AND CONTENT OF THE EXPECTATION ITSELF.~~

PROCESS AND SKILLS

THE SOCIAL STUDIES PROCESS AND SKILLS FOR HIGH SCHOOL ARE REPEATED IN EACH OF THE COURSE/ CREDIT STANDARDS.

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

United States 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

Disciplinary Knowledge

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

Era 1 (Grade 5) Beginnings to 1620

- ~~American-Indian~~ INDIGENOUS PEOPLES 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 Structure, Functions, and Enumerated Powers of National Government

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
- Formation and Implementation of U.S. Foreign Policy

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-World War II 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

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 Progressive Era

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 II 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-World War II 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~~

Social Studies Process and Skills: High School

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY.

P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Explain points of agreement and disagreement that experts have about the interpretation of sources and the application of disciplinary concepts.

P1.4 Express social science ideas clearly in written, spoken, and graphic forms.

P1.5 Construct and present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

P2.4 Use relevant information from multiple credible sources, representing a wide range of views considering the origin, authority, structure, and context, to answer a compelling or supporting question.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying core **democratic** values or constitutional principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims expressing and justifying decisions on public policy issues.

P3.4 Critique use, reasoning, sequence, and supporting details used in creating a claim and the subsequent evidence used to support a claim for credibility.

P4 CITIZEN INVOLVEMENT

P4.1 Act within the rule of law and hold others to the same standard.

P4.2 Assess options for individual and collective action to advance views on matters of public policy and address local, regional or global problems.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and address local, regional, or global problems.

UNITED STATES HISTORY AND GEOGRAPHY

FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY: ERAS 1-5

These foundational expectations are included to help students draw upon their previous study of ~~American history~~ INTEGRATED UNITED STATES HISTORY and to connect high school United States History ~~with the history studied in~~ AND GEOGRAPHY WITH 5th and 8th grade content.

F1 Political and Intellectual Transformations of America to 1877

F1.1 ~~Describe the self-evident truths (“core principles”) held by the founding fathers: Equality, Rule of Law, Unalienable Rights, Limited Government, Social Compact Theory, and the Right of Revolution; and explain how they are reflected in the following documents-~~ IDENTIFY THE CORE DEMOCRATIC VALUES 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

- the Declaration of Independence
- the ORIGINAL United States Constitution (including the Preamble)
- the Bill of Rights
- the Gettysburg Address
- the 13th, 14th, and 15th Amendments

F1.2 ~~Explain how the core principles and the changing relationship between the colonists and Great Britain (salutary neglect to British oppression)~~

- ~~caused the colonists to declare independence as expressed in the Declaration of _____ Independence and~~
- ~~influenced the creation of the U.S. Constitution.~~

USING THE AMERICAN REVOLUTION, THE CREATION AND ADOPTION OF THE CONSTITUTION, AND THE CIVIL WAR AS TOUCHSTONES, DEVELOP AN ARGUMENT ABOUT THE CHANGING CHARACTER OF AMERICAN POLITICAL SOCIETY AND THE ROLES OF KEY INDIVIDUALS ACROSS CULTURES IN PROMPTING/ SUPPORTING THE CHANGE.

F1.3 ~~Explain how competing views led to political conflicts and change through 1877, including the Civil War and Reconstruction with respect to:~~

- ~~the responsibilities of governments (federal, state, local)~~
- ~~principles of life, liberty, and the pursuit of happiness~~
- ~~equality.~~

ANALYZE HOW THE CHANGING CHARACTER OF AMERICAN POLITICAL SOCIETY FROM 1791 TO 1877 HAD SIGNIFICANT IMPACT ON: THE RESPONSIBILITIES OF GOVERNMENTS THROUGH THE PRINCIPLE OF FEDERALISM. ~~FEDERALISM AND ENUMERATED POWERS~~

Examples ~~Suggestions for~~ ~~Local Curriculum~~

F1.1 e.g., Students should be reminded that “the United States Constitution,” “the Bill of Rights,” and “the 13th, 14th, and 15th amendments” all refer to the same document; studying the document’s structure should be a part of discussions on this ~~GLCE~~ FOUNDATIONAL EXPECTATION, ENCOMPASSING EQUALITY, CORE VALUES, RULE OF LAW, UNALIENABLE RIGHTS, LIMITED GOVERNMENT, SOCIAL COMPACT THEORY, POPULAR SOVEREIGNTY, AND THE RIGHT OF ~~REVOLUTION~~ THE PEOPLE TO ALTER OR ABOLISH AN OPPRESSIVE GOVERNMENT.

F1.3 e.g., ~~Analyze:~~ Changing character of American political society from 1791 to ~~1877~~. Comparative history ACROSS TIME IS IMPORTANT IN THIS FOUNDATIONAL EXPECTATION. ~~needs to come through in this one.~~

~~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 Second 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)~~
- ~~• the organizational “revolution” (e.g., development of corporations and labor organizations)~~
- ~~• the economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)~~
- ~~• the advantages of physical geography (National Geography Standards 4, 7, and 15; pp. 190, 197, and 214)~~
- ~~• the increase in labor through immigration and migration (National Geography Standard 9, p. 201)~~
- ~~• technological advances~~
- ~~• THE GROWING IMPORTANCE OF THE AUTOMOBILE INDUSTRY~~

6.1.2 Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change, including the development of organized labor ~~including Knights of Labor, American Federation of Labor, and the United Mine Workers~~ and ~~southern and western farmers’ reactions~~; 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 e.g., organizational “revolution” encompasses the development of corporations and labor organizations

6.1.2 e.g., Knights of Labor, American Federation of Labor, and the United Mine Workers; Michigan responses could include railroads, lumber, Marquette Iron Range, and the Grand Rapids furniture industries

6.1.3 Urbanization – ~~Analyze the changing urban and rural landscape by examining~~ EXPLAIN THE CAUSES AND CONSEQUENCES OF URBANIZATION, INCLUDING:

- the location and expansion of major urban centers (~~National Geography Standard 12, p. 208~~) AND THEIR LINK TO INDUSTRY AND TRADE (~~National Geographic Standards 11 and 12~~)
- ~~the growth of cities linked by industry and trade (National Geography Standard 11, p. 206)~~
- INTERNAL MIGRATION, INCLUDING THE GREAT MIGRATION
- the development of cities divided by race, ethnicity, and class (~~National Geography Standard 10, p. 203~~)
- the resulting tensions among and within groups (~~National Geography Standard 13~~)
- different perspectives about the immigrant experience (~~National Geography Standards 9 and 12, pp. 201 and 208~~)

6.1.4 GROWTH AND CHANGE– ~~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 12, p. 208).~~ EXPLAIN THE SOCIAL, POLITICAL, ECONOMIC, AND CULTURAL SHIFTS TAKING PLACE IN THE UNITED STATES AT THE END OF THE 19TH CENTURY AND BEGINNING OF THE 20TH CENTURY, BY:

- DESCRIBING THE DEVELOPING SYSTEMS OF TRANSPORTATION (CANALS AND RAILROADS, INCLUDING THE TRANSCONTINENTAL RAILROAD), AND THEIR IMPACT ON THE ECONOMY AND SOCIETY
- DESCRIBING GOVERNMENTAL POLICIES PROMOTING ECONOMIC DEVELOPMENT
- EVALUATING THE TREATMENT OF AFRICAN AMERICANS, INCLUDING THE RISE OF SEGREGATION IN THE SOUTH AS ENDORSED BY THE SUPREME COURT’S DECISION IN PLESSY V. FERGUSON, AND DESCRIBING THE RESPONSE OF AFRICAN AMERICANS TO THIS INEQUALITY
- DESCRIBING THE POLICIES TOWARD ~~AMERICAN-INDIANS~~ INDIGENOUS PEOPLES, INCLUDING REMOVAL, RESERVATIONS, THE DAWES ACT OF 1887, AND THE RESPONSE OF AMERICAN INDIANS TO THESE POLICIES

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 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). GROWTH OF U.S. GLOBAL POWER – DESCRIBE HOW AMERICA REDEFINED ITS FOREIGN POLICY BETWEEN 1890 AND 1914 AND ANALYZE THE CAUSES AND CONSEQUENCES OF THE UNITED STATES EMERGENCE AS AN IMPERIAL POWER IN THIS TIME PERIOD, USING RELEVANT EXAMPLES OF TERRITORIAL EXPANSION AND INVOLVEMENT IN FOREIGN CONFLICTS.~~

6.2.2 World War I – 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 WORLD WAR I – Analyze the domestic impact of World War I 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, AND ON INTERNAL MIGRATION.

6.2.4 WILSON AND HIS OPPONENTS – Explain how President Woodrow 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 Progressive Era

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 Social Issues, Causes and Consequences of Progressive Reform, Women’s Suffrage:~~

6.3.1 SOCIAL ISSUES – Describe ~~at least three~~ the significant problems or issues created by America’s industrial and urban transformations between the 1890s and 1930s (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,

6.2.3 e.g., War Industries Board, Sedition Act, Red Scare, Palmer Raids

6.3.1 e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies

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)

POLITICAL AND SOCIAL TENSIONS - USE THE CORE VALUES AND CONSTITUTIONAL PRINCIPLES AS SET FORTH IN THE DECLARATION OF INDEPENDENCE AND THE UNITED STATES CONSTITUTION TO EVALUATE THE POST-CIVIL WAR POLITICAL, ECONOMIC, AND SOCIAL TENSIONS: **MARGINALIZATION OF RACIAL AND ETHNIC GROUPS.**

- EVALUATE THE POLITICAL PLATFORMS OF THE REPUBLICAN AND DEMOCRATIC POLICIES
- EVALUATE CONSERVATIVE AND PROGRESSIVE ECONOMIC POLICIES
- IDENTIFY MAJOR SOCIAL TENSIONS AND EVALUATE THEIR IMPACT ON POLITICAL AND ECONOMIC POLICIES

6.3.3 ~~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.~~ CAUSES AND CONSEQUENCES OF PROGRESSIVE POLICIES - ANALYZE THE CAUSES, CONSEQUENCES AND LIMITATIONS OF PROGRESSIVE POLICIES IN THE FOLLOWING AREAS

- MAJOR CHANGES IN THE CONSTITUTION AND THE ROLE OF THE SUPREME COURT IN SUPPORTING OR SLOWING REFORM
- THE RISE OF THE ADMINISTRATIVE STATE
- THE ROLE OF REFORM ORGANIZATIONS, MOVEMENTS AND INDIVIDUALS IN PROMOTING CHANGE.

6.3.4 CONSERVATIVE POLICIES - ANALYZE THE ORIGINS, CONSEQUENCES AND LIMITATIONS OF CONSERVATIVE POLICIES IN THE FOLLOWING AREAS: **CONSERVATIVE REACTION TO PROGRESSIVE POLICIES—DISCUSS THE ROLE OF FISCAL RESTRAINT AS AN APPROACH TO ADDRESSING ECONOMIC ISSUES IN THIS ERA.**

- CONSTITUTIONAL RESTRAINTS
- FISCAL RESTRAINT

6.3.5 CONSTITUTIONAL CHANGES - ANALYZE AMENDMENTS 16, 17, 18, AND 19 AND THE MOVEMENTS THAT LED TO THEIR RATIFICATION IN THE PROGRESSIVE ERA, INCLUDING THE WOMEN'S SUFFRAGE MOVEMENT. **WOMEN'S SUFFRAGE—ANALYZE THE SUCCESSSES AND FAILURES OF EFFORTS TO EXPAND WOMEN'S RIGHTS INCLUDING THE WORK OF IMPORTANT LEADERS AND THE EVENTUAL RATIFICATION OF THE 19TH**

6.3.2 e.g., Jim Crow Laws; disenfranchisement, poll taxes, literacy tests; economic marginalization and the sharecropping system; violence by groups like the Ku Klux Klan, Red Shirts and The White League; resistance to violence

6.3.5 e.g., failure of initial tactics (marches, conventions, lobbying at the national level), compared to successes of Susan B. Anthony, Lucretia Mott, and Elizabeth Cady Stanton (grass-roots campaigns and contributions to the war effort)

AMENDMENT.**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~~ STRUGGLE BETWEEN TRADITIONAL AND MODERNIZING TRENDS 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)
- NAACP LEGAL STRATEGY TO ATTACK SEGREGATION

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, underconsumption, speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15)
- 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)
- President Herbert Hoover’s policies and their impact (e.g., ~~Reconstruction Finance Corporation~~)

7.1.3 The New Deal – Explain and evaluate President Franklin 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, the poor, and the 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.~~ Draw conclusions about the causes and the course of World War II, and the effects of the war on United States society and culture, and its role in world affairs.

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

- 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 UNITED STATES AND THE COURSE OF WORLD WAR II – 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 World War II on American Life – Analyze the changes in American life brought about by United States participation in World War II, including:

- the mobilization of economic, military, and social resources
- the role of women and minorities in the war effort, INCLUDING THE WORK OF A. PHILLIP RANDOLPH AND THE INTEGRATION OF UNITED STATES MILITARY FORCES
- the role of the home front in supporting the war effort ~~(e.g., rationing, work hours, taxes)~~
- the internment of Japanese Americans ~~(National Geography Standard 10, p. 203)~~

7.2.4 RESPONSES TO GENOCIDE – Investigate the ~~development and enactment of~~ RESPONSES TO Hitler’s Final Solution policy ~~and the responses to genocide~~ by the Allies, the United States 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).~~

7.2.4 e.g., concentration camp liberation, Nuremberg war crimes tribunals, and actions by individuals such as Oskar Schindler and Irena Sendler.

USHG ERA 8 – Post-World War II United States (1945 -1989)

8.1 Cold War and the United States

Identify AND analyze ~~and explain~~ the causes, conditions, and impact of the Cold War Era on the United States.

8.1.1 Origins and Beginnings of the Cold War – ~~Analyze~~ DESCRIBE the factors that contributed to the Cold War, including:

- differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the UNITED STATES (U.S.) and THE SOVIET UNION (U.S.S.R.)
- ~~diplomatic decisions made at the Yalta and Potsdam Conferences (1945)~~
- DIPLOMATIC AND POLITICAL actions by both ~~countries~~ THE U.S .AND U.S.S.R. in the last years of and the 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,~~ COMPARE THE CAUSES AND CONSEQUENCES OF THE setbacks and successes of the American policy of ‘containing’ the Soviet Union, including:

- the development of a United States national security establishment ~~composed of the Department of Defense, the Department of State, and the intelligence community~~ ~~(National Geography Standard 13, p. 210)~~

- the DIRECT AND/OR armed **struggle** CONFLICTS with Communism ~~including the Korean conflict (National Geography Standard 13, p. 210)~~ (FOR EXAMPLE, BUT NOT LIMITED TO, BERLIN, KOREA, CUBA, VIETNAM)
- ~~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 Standard 13, p.210)~~

8.1.3 End of the Cold War – **Evaluate** DESCRIBE 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~~ INVESTIGATE demographic changes, domestic policies, conflicts, and tensions in Post-World War II America.

8.2.1 DEMOGRAPHIC CHANGES – Use population data to produce and analyze maps that show the major changes in population distribution and 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 President Franklin Roosevelt’s New Deal initiatives, President Lyndon Johnson’s Great Society programs, and President Ronald 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 United States Supreme Court decisions ~~(e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood)~~, the Vietnam War (anti-war and counter-cultural movements), the environmental movement, the

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-World War II Era

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

8.3.1 Civil Rights Movement – ~~USING FUNDAMENTAL PRINCIPLES, USING CORE VALUES~~ analyze the key events, ideals, documents, and organizations in the struggle for ~~civil rights by~~ African American CIVIL RIGHTS, including:

- the impact of World War II and the Cold War (~~e.g., racial and gender integration of the military~~)
- ~~RESPONSES TO~~ Supreme Court decisions and governmental actions, ~~INCLUDING: (e.g., Brown v. Board of Education (1954), Civil Rights Act (1957), Little Rock schools desegregation, AND THE Civil Rights Act (1964), Voting Rights Act (1965))~~
- protest movements rights, 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 – ~~USING CORE VALUES USING CORE PRINCIPLES,~~ Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including the roles of population shifts, birth control, the increasing number of women in the work force, the 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/as, new immigrants, people with disabilities, and gays and lesbians. (National Geography Standard 10, p. 203).~~ AND HOW THE EXPANSION OF RIGHTS FOR SOME GROUPS CAN BE VIEWED AS AN INFRINGEMENT OF ~~RELIGIOUS~~ RIGHTS AND FREEDOMS OF OTHERS.

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~~).

8.3.1 e.g., Executive Order 9981; Little Rock school desegregation; Civil Rights acts of 1957 and 1964; Voting Rights Act of 1965; integration of baseball; acts of civil disobedience (boycotts, sit-ins, marches) by key leaders such as Martin Luther King Jr., Floyd McKissick, and Stokely Carmichael; strategies of the SCLC, SNCC, and Black Panthers

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 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:

- the growth of the conservative movement in national politics, including the role of Ronald Reagan
- the role of evangelical religion in national politics (~~National Geography Standards 3 and 6; pp.188 and 195~~)
- the intensification of partisanship
- the partisan conflict over the role of government in American life
- the 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 from 1980 to the present.

9.2.1 United States in the Post-Cold War World – Explain the role of the United States as a superpower 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~~ MAKE a persuasive ~~essay~~ ARGUMENT on a public policy issue, and justify the position ~~with a reasoned argument based upon~~ WITH EVIDENCE FROM 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)~~

P3.1.1 E.G., EQUALITY, CORE VALUES, RULE OF LAW, LIMITED GOVERNMENT, SOCIAL COMPACT THEORY, POPULAR SOVEREIGNTY, AND THE RIGHT OF ~~REVOLUTION~~ THE PEOPLE TO ALTER OR ABOLISH AN OPPRESSIVE GOVERNMENT

Social Studies Process and Skills: High School

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.

P1.4 Express social science ideas clearly in written, spoken, and graphic forms.

P1.5 Construct and present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying core **democratic** values or constitutional principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.

P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

P4 CITIZEN INVOLVEMENT

P4.1 Act within the rule of law and hold others to the same standard.

P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

CIVICS

Citizenship, as the National Assessment of Educational Progress (NAEP) 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 the American constitutional **democracy**-REPUBLIC. Moreover, effective civic education also is important to civil society—the historically essential sector of society composed of non-governmental, voluntary, community, and 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 the American constitutional **democracy**-REPUBLIC. 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, the students’ 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 the American constitutional **democracy**-REPUBLIC?
- What is the relationship of the United States to other nations and what is 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. They 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 the American constitutional **democracy**-REPUBLIC.

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. These 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 the application of content of 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, or 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 and write, and to 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 SUGGESTIONS FOR LOCAL CURRICULUM 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 SUGGESTIONS FOR LOCAL CURRICULUM, a statewide assessment might assess the required content. ON NUMEROUS OCCASIONS, THE EXPECTATIONS WILL INCLUDE EXAMPLES TO HELP CLARIFY TEACHABLE CONTENT. THESE SPECIFIC EXAMPLES ARE SUGGESTIONS. EDUCATORS MAY USE OTHER EXAMPLES TO MEET THE EXPECTATIONS OR TO GUIDE INSTRUCTION AND THE CREATION OF LOCAL CURRICULUM AND RESOURCES. THE EXAMPLES ARE NOT REQUIRED CONTENT BUT MAY APPEAR IN A PROMPT OF AN ASSESSMENT QUESTION; HOWEVER, THE FOCUS OF A STATE SUMMATIVE ASSESSMENT QUESTION WILL BE THE LANGUAGE AND CONTENT OF THE EXPECTATION ITSELF.~~

Process and Skills

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit standards.

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, A CONSTITUTIONAL REPUBLIC?
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, A CONSTITUTIONAL REPUBLIC?

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
- 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 39)

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
 - 1.1 Nature of Civic Life, Politics and Government
 - 1.2 Alternative Forms of Government
- C2 Origins and Foundations of Government of the United States of America
 - 2.1 Origins of American Constitutional Government
 - 2.2 Core Values and Fundamental Principles of American Constitutional Government
- C3 Structures and Functions of Government in the United States of America
 - 3.1 Structures, Functions, and Enumerated Powers of National Government
 - 3.2 Powers and Limits on Powers
 - 3.3 Structures and Functions of State and Local Governments
 - 3.4 System of Law and Laws
 - 3.5 Other Actors in the Policy Process
- C4 The United States of America and World Affairs
 - 4.1 Foundation and Implementation of U.S. Foreign Policy
 - 4.2 U.S. Role in International Institutions and Affairs
- C5 Citizenship in the United States of America
 - 5.1 The Meaning of Citizenship in the United States of America
 - 5.2 Becoming a Citizen
 - 5.3 Rights of Citizenship
 - 5.4 Responsibilities of Citizenship
 - 5.5 Dispositions of Citizenship
- C6 Citizenship in Action
 - 6.1 Civic Inquiry and Public Discourse
 - 6.2 Participating in Civic Life

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)~~

1.1.1 ANALYZE COMPETING POLITICAL PHILOSOPHIES (LOCKE, HOBBS, MONTESQUIEU, ARISTOTLE, ROUSSEAU) ABOUT THE NECESSITY AND PURPOSES OF GOVERNMENT.

~~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~~ BY ANALYZING SIMILARITIES AND DIFFERENCES IN SOVEREIGNTY, POWER, LEGITIMACY, AND AUTHORITY.

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, ~~nonfederal~~ 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) EVALUATE DIFFERENT FORMS OF DEMOCRACIES, INCLUDING CONSTITUTIONAL REPUBLIC, DIRECT, PARLIAMENTARY, PRESIDENTIAL, REPRESENTATIVE.

Examples Suggestions for Local Curriculum

1.1.1 e.g., DEMOCRACY REPUBLIC, HEREDITARY RULE MONARCHY, OLIGARCHY, TYRANNY, FASCISM, COMMUNISM, THEOCRACY, INDIGENOUS GOVERNANCE;

USING POLITICAL PHILOSOPHERS AND REAL-WORLD EXAMPLES CICERO, ARISTOTLE, PLATO, IROQUOIS FEDERATION LOCKE, HOBBS, MONTESQUIEU, ROUSSEAU, MARX

1.2.1 e.g., Examples include, but are not limited to, anarchy, monarchy, aristocracy, democracy, constitutional republic, fascism communism, socialism, and theocracy.

1.2.2 e.g., Examples of constitutional governments that failed to limit power include, but are are not limited to, Nazi Germany and Stalinist Soviet Union; examples of successful constitutional governments include, but are are not limited to, contemporary Germany and United Kingdom.

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 CORE VALUES AND ~~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~~ CORE 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.

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 of a Bill of Rights after ratification.

2.1.3 Explain how the Declaration of Independence AND THE Constitution, INCLUDING THE ~~and~~ Bill of Rights, reflected ~~political FUNDAMENTAL principles of (popular sovereignty, LIMITED-GOVERNMENT, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism) AND CORE VALUES (LIFE, LIBERTY, PURSUIT OF HAPPINESS, JUSTICE, EQUALITY, UNALIENABLE RIGHTS, CONSENT OF THE GOVERNED, GENERAL WELFARE AND THE RIGHT TO ALTER OR ABOLISH GOVERNMENT) AND HOW THOSE CORE VALUES BECAME EMBEDDED IN THE CONSTITUTION.~~

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 CORE Values and Constitutional FUNDAMENTAL 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~~ CORE values and ~~FUNDAMENTAL~~ principles of American constitutional government shaped American society?

~~2.2.1 Identify and explain the fundamental CORE values of America's constitutional republic (LIFE, LIBERTY, PURSUIT OF HAPPINESS, JUSTICE, EQUALITY, UNALIENABLE RIGHTS, CONSENT OF THE GOVERNED, GENERAL WELFARE AND THE RIGHT TO ALTER OR ABOLISH GOVERNMENT) and their reflection in the FUNDAMENTAL principles of the United States Constitution (POPULAR SOVEREIGNTY, LIMITED GOVERNMENT, RULE OF LAW,~~

2.1.3 E.G., THE CONSTITUTIONAL PRINCIPLES OF FEDERALISM, ENUMERATED POWERS, CHECKS AND BALANCES, SEPARATION OF POWERS, ELECTIONS, THE BILL OF RIGHTS, THE RECONSTRUCTION AMENDMENTS

~~2.2.1 E.G., LIFE, LIBERTY, PURSUIT OF HAPPINESS, JUSTICE, EQUALITY, UNALIENABLE RIGHTS, CONSENT OF THE GOVERNED, GENERAL WELFARE, THE RIGHT TO ALTER OR ABOLISH GOVERNMENT, POPULAR SOVEREIGNTY, LIMITED GOVERNMENT, RULE OF LAW, CHECKS AND BALANCES, SEPARATION OF POWERS, SEPARATION OF CHURCH AND STATE, AND FEDERALISM~~

~~CHECKS AND BALANCES, SEPARATION OF POWERS, SEPARATION OF CHURCH AND STATE, AND FEDERALISM).~~

2.2.21 Explain and evaluate how Americans, either through individual or collective actions, use constitutional **FUNDAMENTAL** principles and **fundamental** CORE 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)

2.2.32 Using ~~past and present policies to~~ BOTH ABSTRACT AND CONCRETE EXAMPLES, analyze HOW conflicts MAY ~~that~~ arise FROM TENSION BETWEEN ~~in society due to~~ COMPETING INTERPRETATIONS OF, AND DIFFERING PRIORITIES OF, ~~constitutional FUNDAMENTAL principles or fundamental~~ CORE values. (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)

2.2.43 Analyze and explain ideas about **fundamental** CORE 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)

2.2.54 Use examples to investigate why people may agree on ~~constitutional FUNDAMENTAL principles and fundamental~~ CORE 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** FEDERAL government is organized and what it does through the investigation of such questions as: What is the structure of the **national** FEDERAL government? What are the functions of the **national** FEDERAL government? What are its enumerated powers?

3.1.1 Analyze the purposes, organization, **functions** POWERS, and processes of the legislative branch as enumerated in Article I of the Constitution.

3.1.2 Analyze the purposes, organization, **functions** POWERS, and processes of the executive branch as enumerated in Article II of the Constitution.

3.1.3 Analyze the purposes, organization, **functions** POWERS, 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)~~

3.1.54 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~~).

3.1.65 Evaluate major sources of revenue AND MAJOR EXPENDITURES of the national government ~~including the constitutional provisions for taxing its citizens.~~

2.2.21 E.G., EXAMPLES INCLUDE, BUT **ARE** ARE NOT LIMITED TO, LIBERTY AND AUTHORITY, JUSTICE AND EQUALITY, INDIVIDUAL RIGHTS, AND THE COMMON GOOD; AMENDMENT PROCESS, LEGAL ACTION (CIVIL, CRIMINAL), CIVIL DISOBEDIENCE, SOCIAL MEDIA, INITIATIVE AND REFERENDUM LEGISLATIVE ACTION, EXECUTIVE ORDER, JUDICIAL REVIEW.

2.2.3 e.g., EXAMPLES INCLUDE, BUT **ARE** ARE NOT LIMITED TO, MARTIN LUTHER KING’S “I HAVE A DREAM” SPEECH AND “LETTER FROM BIRMINGHAM CITY JAIL,” THE UNIVERSAL DECLARATION OF HUMAN RIGHTS, THE DECLARATION OF SENTIMENTS, THE EQUAL RIGHTS AMENDMENT, AND THE PATRIOT ACT

2.2.4 e.g., Examples include, but **are** are not limited to, 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

3.1.4 e.g., Examples include, but **are** are not limited to, power of the purse, impeachment, advise and consent, veto power, and judicial review

- 3.1.6 Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.
- 3.1.7 ANALYZE THE WAYS THE UNITED STATES CONSTITUTION MAY BE AMENDED BY THE FEDERAL GOVERNMENT OR BY THE STATES.

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~~ CONSTITUTIONAL PRINCIPLES FEATURES serve to limit the power of THE FEDERAL government.

3.2.2 Use HISTORICAL AND CONTEMPORARY 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 EXPLAIN specific provisions in the Constitution, SUCH AS ENUMERATED POWERS, FEDERALISM, SEPARATION OF POWERS, AND CHECKS AND BALANCES, 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 the limits the United States 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~~) by analyzing Article IV and the 10th Amendment to the Constitution.

~~3.3.2 Identify and define states' reserved and concurrent powers.~~

3.3.32 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.

3.3.43 Describe ~~how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens~~ AND EVALUATE THE CORE VALUES AND CONSTITUTIONAL PRINCIPLES UNDERLYING THE MICHIGAN CONSTITUTION.

3.3.54 Describe AND EVALUATE the mechanisms, SUCH AS REFERENDUM, INITIATIVE, AND RECALL, THAT citizens can use to monitor and influence state and local government.

3.2.1 e.g., Examples include, but are not limited to, enumerated powers, federalism, separation of powers, bicameralism, checks and balanceS.

3.2.2 e.g., Historical court cases include, but **are** are not limited to, Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland. Contemporary court cases include, but are not limited to, Brown v. Board of Education, Heart of Atlanta Motel, Inc. v. United States

3.3.1 e.g., Examples include, but **are** are not limited to, prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments.

3.3.65 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)~~ AND WHAT CAN HAPPEN IN THE ABSENCE OR BREAKDOWN OF THE RULE OF 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)~~

3.4.32 Explain the meaning and importance of equal protection of the law ~~(e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation)~~ AND OF THE 14TH AMENDMENT.

3.4.43 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).~~

3.4.54 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, POLITICAL ACTION COMMITTEES, VOLUNTARY AND CIVIC ASSOCIATIONS, PROFESSIONAL ORGANIZATIONS, and individuals can influence and determine the public agenda.

3.5.2 Describe the ~~origin and~~ evolution of political parties and their CONTEMPORARY influence ON PUBLIC POLICY. ~~(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).~~

3.5.43 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.~~

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

3.4.2 e.g., Examples include, but are not limited to, the 14th Amendment, Americans with Disabilities Act, Title IX.

3.4.3 e.g., Examples include, but are not limited to, clear and present danger; time, place and manner restrictions on speech; compelling government interest; security; libel or slander; public safety; and equal opportunity.

~~3.5.65 Explain the role of television, radio, the press, and the internet in political communication.~~ Analyze various forms of political communication to help develop an opinion on a public issue, using criteria such as reliability of source, factual accuracy, omission, distorted evidence, and emotional appeals.

3.5.86 Evaluate, take on, 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 such as logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.

~~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?~~

3.5.9 e.g., political cartoons, campaign advertisements, political speeches, and blogs

C4 The United States of America and World Affairs

4.1 Formation and Implementation of United States Foreign Policy

Describe the formation and implementation of United States 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).~~

4.1.21 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.

4.1.32 Evaluate the means used to implement United States 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 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)~~

4.2.21 Analyze the impact of ~~American political, economic,~~

4.1.2 e.g., Examples include, but are not limited to, diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, covert action.

4.2.1 e.g., Examples include, but are not limited to, immigration policies, economic, military and humanitarian aid.

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

~~technological, and cultural developments~~ UNITED STATES FOREIGN POLICY 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)

4.2.32 Analyze the impact of ~~political, economic, technological, and cultural developments around the world~~ EVENTS on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy) FOREIGN POLICY (See USHG 6.1.1; 9.1.1; 9.2.1).

4.2.43 Identify the purposes and functions DISTINGUISH THE POWERS AND RESPONSIBILITIES of governmental and non-governmental international organizations (NGOs), 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).

4.2.54 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, 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. DESCRIBE AND EVALUATE THE CRITERIA AND PROCESS FOR ADMISSION TO CITIZENSHIP IN THE UNITED STATES.

5.2.2 Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens. EXPLAIN HOW THE UNITED STATES EXPANDED CITIZENSHIP OVER TIME.

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).

4.2.2 e.g., Examples include, but are not limited to, terrorism, emergence of regional organizations, regional conflicts

4.2.3 e.g., Examples include, but are not limited to, the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International.

4.2.4 e.g., Examples include, but are not limited to, NAFTA, Antarctic Treaty, Kyoto Protocol, NATO.

5.1.1 e.g., Examples of responsibilities include, but are not limited to, know, respect and obey laws that govern society; participate in political life and public life; stay informed and attentive about public issues; and voting.

5.3.1 e.g., Examples of personal rights include: freedom of thought, conscience, expression, association, movement and residence, privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law. Examples of political rights include: freedom of speech, press, assembly, and petition; the right to vote and run for public office. Examples of economic rights include: to acquire, use, transfer, and dispose of property; to choose one's work, change employment, join labor unions and professional associations; to establish and operate a business; copyright protection; to enter into lawful contracts; just compensation for the taking of private property for public use.

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),~~ POLITICAL RIGHTS, AND ECONOMIC RIGHTS, AND HOW THEY SOMETIMES CONFLICT.

~~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.~~

5.3.62 Describe the rights protected by the First Amendment and, using COURT caseS **studies** and examples, explore the limit and scope of First Amendment rights.

5.3.73 Using the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments, describe the rights of the accused; and using caseS **studies** and examples, explore the limit and scope of these rights.

~~5.3.84 Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.~~ EXPLORE ATTEMPTS TO DEFINE THE SCOPE OF THE RIGHTS GUARANTEED IN THE FOURTEENTH, FIFTEENTH, NINETEENTH, AND TWENTY-FIRST AMENDMENTS AND OF ACTIONS DESIGNED TO SOLIDIFY AND STRENGTHEN THEM (INCLUDING THE CIVIL RIGHTS ACT OF 1964 AND THE VOTING RIGHTS ACT OF 1965) BY EXTENDING THE PROTECTION OF THE RIGHT OF INDIVIDUAL CITIZENS TO VOTE.

~~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~~ IDENTIFY citizens' PERSONAL AND 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~~ AND EXPLAIN HOW THEY ARE

5.3.2 e.g., Examples of court cases may include, but are not limited to: Schenck v. United States, Brandenburg v. Ohio, Tinker v. Des Moines Independent Community School District, Bethel School District v. Fraser, Hazelwood School District v. Kuhlmeier, Texas v. Johnson, New York Times Co. v. United States, Village of Skokie v. National Socialist Party, Minersville School District v. Gobitis, West Virginia State Board of Education v. Barnette, Engel v. Vitale, Lemon v. Kurtzman, Wisconsin v. Yoder

5.3.4 e.g., Examples of rights of the accused may include, but **are** not limited to: search and seizure, right to an attorney, due process, double jeopardy, right to speedy trial, right to impartial jury, no cruel or unusual punishment. Court cases include, but are not limited to: Mapp v. Ohio, Katz v. United States, New Jersey v. T. L. O., Riley v. California, Gideon v. Wainwright, Miranda v. Arizona.

5.4.1 e.g., Examples of civic responsibilities include, but are not limited to, 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.

IMPORTANT TO THE PRESERVATION AND IMPROVEMENT OF AMERICAN CONSTITUTIONAL REPUBLIC.

~~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).~~ DESCRIBE THE DISPOSITIONS THOUGHT TO ENCOURAGE CITIZEN INVOLVEMENT IN PUBLIC AFFAIRS AND TO FACILITATE THOUGHTFUL AND EFFECTIVE PARTICIPATION IN PUBLIC AFFAIRS.

~~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.~~ 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.

6.1.2 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~~

5.5.1 e.g., Examples include, but are not limited to, respect for individual rights, concern for the well-being of others.

6.1.3 e.g., Criteria include, but are not limited to, logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, appeals to bias or prejudice, overall strength of argument.

~~assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements. EVALUATE AND ANALYZE THE CREDIBILITY OF A SOURCE USING CRITERIA.~~

~~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.~~

6.1.54 Make a persuasive, reasoned argument on a public issue and support using evidence, ~~(e.g., historical and contemporary examples)~~ SUCH AS CORE VALUES AND PRINCIPLES ~~constitutional principles, and fundamental values~~ of the American constitutional ~~democracy~~-REPUBLIC; 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.~~

6.2.31 Describe ~~how, when, and where~~ AND EVALUATE THE WAYS individuals can participate in the political process at the local, state, and national levels ~~(including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.~~

6.2.42 Participate in ~~a real or simulated election~~, and evaluate the results ~~including the impact of voter turnout and demographics~~ OF, A REAL OR SIMULATED ELECTION OR CAMPAIGN.

6.2.53 Describe how citizen movements seek to realize fundamental values and principles of American constitutional ~~democracy~~-REPUBLIC.

6.2.64 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take, ~~(e.g., violent and non-violent)~~ and its impact.

6.2.75 Participate in a CIVIC ACTIVITY SUCH AS A service-learning project OR A REAL OR SIMULATED PUBLIC HEARING, and reflect ~~upon experiences, and evaluate the value of the experience to the American ideal of participation~~ ON THE IMPORTANCE OF PARTICIPATING IN CIVIC LIFE.

6.2.86 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.

6.2.97 Evaluate the claim that a constitutional ~~democracy~~-REPUBLIC 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. 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.~~

6.1.4 E.G., LIFE, LIBERTY, PURSUIT OF HAPPINESS, JUSTICE, EQUALITY, UNALIENABLE RIGHTS, CONSENT OF THE GOVERNED, GENERAL WELFARE, RIGHT TO ALTER OR ABOLISH GOVERNMENT, POPULAR SOVEREIGNTY, LIMITED GOVERNMENT RULE OF LAW, CHECKS AND BALANCES, SEPARATION OF POWERS, SEPARATION OF CHURCH AND STATE, FEDERALISM

6.2.1 e.g., Examples include, but are 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.

Social Studies Process and Skills: High School

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.

P1.4 Express social science ideas clearly in written, spoken, and graphic forms.

P1.5 Construct and present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

P2.4 Use relevant information from multiple credible sources representing a wide range of views, considering the origin, authority, structure, and context, to answer a compelling or supporting question.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, by clarifying positions, considering opposing views, and applying core **democratic** values or constitutional principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims expressing and justifying decisions on public policy issues.

P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

P4 CITIZEN INVOLVEMENT

P4.1 Act within the rule of law and hold others to the same standard.

P4.2 Assess options for individual and collective action to advance views on matters of public policy and address local, regional, or global problems.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

ECONOMICS

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

Students who meet 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: the individual and household context, a business context, and a government or public context. Their study is 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 on 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 the expectation content described in 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 are not intended to stress memory over meaning, or 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 SUGGESTIONS FOR LOCAL CURRICULUM 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 SUGGESTIONS FOR LOCAL CURRICULUM, a statewide assessment might assess the required content. ON NUMEROUS OCCASIONS, THE EXPECTATIONS WILL INCLUDE EXAMPLES TO HELP CLARIFY TEACHABLE CONTENT. THESE SPECIFIC EXAMPLES ARE SUGGESTIONS. EDUCATORS MAY USE OTHER EXAMPLES TO MEET THE EXPECTATIONS OR TO GUIDE INSTRUCTION AND THE CREATION OF LOCAL CURRICULUM AND RESOURCES. THE EXAMPLES ARE NOT REQUIRED CONTENT BUT MAY APPEAR IN A PROMPT OF AN ASSESSMENT QUESTION; HOWEVER, THE FOCUS OF A STATE SUMMATIVE ASSESSMENT QUESTION WILL BE THE LANGUAGE AND CONTENT OF THE EXPECTATION ITSELF.~~

Process and Skills

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit standards.

ECONOMICS

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
- THE ROLE OF ENTREPRENEURS
- concepts – scarcity, choice, opportunity costs, supply and demand, profit, competition, incentives, individual incomes, MARGINAL ANALYSIS, MARKETS, MARKET STRUCTURES, ELASTICITY, PROPERTY RIGHTS, MARKET AND GOVERNMENT FAILURE

National Economy

- the data that describe the overall conditions in the United States economy
- the factors that cause changes in those conditions
- the role of money and interest rates in an economy
- ~~the appropriate policy alternatives~~
- the mechanics and appropriate use of Federal Reserve monetary and federal government fiscal policies
- how economies use different systems of allocating goods and services and comparison of the benefits and the costs of different methods
- ~~the economic role of government as a provider of goods and services in the national economy~~
- THE WAYS IN WHICH GOVERNMENTS GENERATE REVENUE AND USE IT TO SUPPLY GOODS AND SERVICES
- THE CONSEQUENCES OF TAX AND SPENDING POLICIES TO ACHIEVE MACROECONOMIC GOALS
- concepts – unemployment, inflation, output, economic growth, money, 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
- comparison of the benefits and costs of specialization and resulting trade for consumers, producers, and governments
- understanding that 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, COMPARATIVE ADVANTAGE, imports and exports, and barriers to trade (tariffs, quotas)

Personal Finance

- concepts: earning income, buying goods and services, saving, using credit, financial investing, protecting and insuring

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

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 AND Business ~~and Government~~ Decision Making
- 1.2 Competitive Markets
- 1.3 Prices, Supply, and Demand
- 1.4 ~~Role of Government~~ GOVERNMENT IMPACT ON HOUSEHOLDS AND BUSINESSES

E2 – THE NATIONAL ECONOMY

- 2.1 ~~Understanding National Markets~~ ECONOMIC INDICATORS IN THE ECONOMY
- 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 Decision Making

- 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

ECONOMICS

E1 THE MARKET ECONOMY

1.1 Individual, Business, and Government Decision Making

Explain and demonstrate how individuals confront scarcity, and how market forces influence how they organize, produce, use, and allocate resources in its presence.

1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – Using examples, explain how scarcity, choice, opportunity costs, AND INCENTIVES affect decisions MADE BY the 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.~~ ANALYZE THE RISKS AND REWARDS OF ENTREPRENEURSHIP AND ASSOCIATE THE FUNCTIONS OF ENTREPRENEURS WITH ALLEVIATING PROBLEMS ASSOCIATED WITH SCARCITY.

1.1.3 MARGINAL BENEFITS AND COSTS – WEIGH MARGINAL BENEFITS AND MARGINAL COSTS IN DECISION MAKING.

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 Institutions – ~~Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households~~ DESCRIBE THE ROLES OF VARIOUS ECONOMIC INSTITUTIONS AND PURPOSES THEY SERVE IN A MARKET ECONOMY.

1.2.2 Market Structures– ~~Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.~~ IDENTIFY THE CHARACTERISTICS OF THE VARIOUS MARKET STRUCTURES.

~~1.2.3 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, and incentives elasticity affect the workings of a market.

1.3.1 Supply and Demand – ~~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.~~ USE THE LAWS OF SUPPLY AND DEMAND TO EXPLAIN HOUSEHOLD AND BUSINESS BEHAVIOR.

~~1.3.2 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.~~

Examples Suggestions for Local Curriculum

1.2.1 e.g., banks, labor unions, markets, corporations, co-operatives, sole proprietorships, partnerships, and not-for-profit organizations

1.2.2 e.g., number of producers, similarity of products, barriers to entry, control over prices, perfect competition, monopolistic competition, oligopoly, and monopoly

1.3.1 e.g., Analyze how changes in the cost of the productive resources, technology advancements, government policies, and other factors impact consumer and producer markets.

1.3.32 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 in which government impacts ~~the-market~~ HOUSEHOLDS AND BUSINESSES through policy decisions, ~~protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions~~ REGULATORY LAWS, AND ORDINANCES. APPLY KEY ECONOMIC ELEMENTS TO HOW GOVERNMENTS AND MARKETS ALLOCATE RESOURCES DIFFERENTLY AND EXPLAIN WHY THESE DIFFERENCES MATTER IN TERMS OF GROWTH AND PROSPERITY ACROSS THE MASS POPULATION.

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 property rights (including contracts), 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 to supply public services (~~e.g., parks and highways~~).

1.4.4 Market Failure– ~~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.~~ EXPLAIN THE ROLE FOR GOVERNMENT IN DEALING WITH BOTH NEGATIVE AND POSITIVE EXTERNALITIES.

1.4.5 ~~Government Failure—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.~~ CONSEQUENCES OF GOVERNMENTAL POLICY - ASSESS THE INCENTIVES FOR POLITICAL LEADERS TO IMPLEMENT POLICIES THAT DISPERSE COSTS WIDELY OVER LARGE GROUPS OF PEOPLE AND BENEFIT SMALL, AND POLITICALLY POWERFUL GROUPS.

1.4.6 PRICE CONTROLS – ANALYZE THE IMPACT OF GOVERNMENT PRICE CONTROLS ON THE QUANTITY OF A GOOD OR SERVICE SUPPLIED AND DEMANDED IN A MARKET.

1.4.1 e.g., an increase in the minimum wage, a new tax policy, a change in interest rates, or price controls on the quantity of a good or service

1.4.3 e.g., ~~subsidies~~ and revenues: taxes; services: pollution control, vaccinations, student loans

1.4.5 e.g., subsidies, tariffs, import quotas

E2 THE NATIONAL ECONOMY OF THE UNITED STATES OF AMERICA

2.1 Understanding National Markets

~~Describe~~ EXPLAIN WHY 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.~~ IN POTENTIAL OUTPUT MATTER TO CONSUMERS AND PRODUCERS. ASSOCIATE STABLE MONEY AND INTEREST RATES WITH ECONOMIC PROSPERITY.

2.1.1 Circular Flow and the National Economy – ~~Describe how individuals and businesses earn income by selling productive resources.~~ USING THE CONCEPT OF CIRCULAR FLOW, ANALYZE THE ROLES OF AND RELATIONSHIP BETWEEN HOUSEHOLDS, BUSINESS FIRMS, AND GOVERNMENT IN THE ECONOMY OF THE UNITED STATES.

2.1.2 Economic Indicators – ~~Using the concept of circular flow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and nongovernmental agencies in the economy of the United States.~~ USING A NUMBER OF INDICATORS, SUCH AS GDP, PER CAPITA GDP, UNEMPLOYMENT RATES, AND CONSUMER PRICE INDEX, ANALYZE THE CURRENT AND FUTURE STATE OF AN ECONOMY.

~~2.1.3 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 Explain the relationships between money supply, inflation, and recessions.~~

~~2.1.5 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 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 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 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; ASSESSING THE PROTECTIVE ROLE OF GOVERNMENT; 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 Government Involvement in the Economy – ~~Identify~~ EVALUATE the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).

2.2.2 Government Revenue and Services – ~~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.~~ EVALUATE THE WAYS IN WHICH GOVERNMENTS GENERATE REVENUE ON CONSUMPTION, INCOME, AND WEALTH, AND USE THAT REVENUE TO SUPPLY GOVERNMENT SERVICES AND PUBLIC GOODS, AND PROTECT PROPERTY RIGHTS.

2.2.2 e.g., parks and highways, social security, Medicaid, Medicare

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 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 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)~~

3.1.21 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)~~

3.1.32 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 on the developed economies of the United States and Western Europe. ~~(National Geography Standard 11, p. 206)~~

~~3.1.4 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 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)~~

3.1.3 ~~COMPARING ECONOMIC SYSTEMS – COMPARE AND CONTRAST THE EXTENT TO WHICH NATIONAL ECONOMIES RELY ON GOVERNMENT DIRECTIVES (CENTRAL PLANNING) AND SIGNALS (PRICES) FROM FREE MARKETS TO ALLOCATE SCARCE GOODS, SERVICES, AND PRODUCTIVE RESOURCES.~~

3.1.64 ~~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 ~~FREE AND VOLUNTARY~~ trade generates economic development and interdependence, and analyze the ~~resulting challenges and~~ benefits AND COSTS for individuals, producers, and governments ~~PROSPERITY AND WEALTH ACROSS THE MASS POPULATION. REGARDLESS OF INCOME LEVELS, RACE, GENDER, OR CREED, INDIVIDUALS WORK HARMONIOUSLY AND COOPERATIVELY TO SERVE OTHERS IN FASHIONS THAT OTHERS VALUE AND TRADE FOR THE REST.~~

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 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)~~

3.2.43 ~~Exchange Rates and the World 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)~~ THE EFFECTS ON TRADE OF A CHANGE IN EXCHANGE RATES BETWEEN TWO CURRENCIES.

3.2.54 ~~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

3.2.2 e.g., tariffs, quotas, export subsidies, product standards, other barriers

4.1 Decision Making

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

4.1.1 Earning Income – ~~Apply concepts of scarcity and opportunity costs to personal financial decision-making.~~ CONDUCT RESEARCH REGARDING POTENTIAL INCOME AND EMPLOYEE BENEFIT PACKAGES, NON-INCOME FACTORS THAT MAY INFLUENCE CAREER CHOICE, BENEFITS AND COSTS OF OBTAINING THE NECESSARY EDUCATION OR TECHNICAL SKILLS, TAXES A PERSON IS LIKELY TO PAY, AND OTHER POSSIBLE SOURCES OF INCOME.

4.1.1 e.g., interest, dividends, capital appreciation, income support from the government, social security

4.1.2 Buying Goods and Services – ~~Use examples and case studies to explain and evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions.~~ DESCRIBE THE FACTORS THAT CONSUMERS MAY CONSIDER WHEN PURCHASING A GOOD OR SERVICE, INCLUDING THE COSTS, BENEFITS, AND THE ROLE OF GOVERNMENT IN OBTAINING THE INFORMATION.

4.1.3 Saving – ~~Develop a personal finance strategy for earning, spending, saving and investing resources.~~ IDENTIFY THE INCENTIVES PEOPLE HAVE TO SET ASIDE INCOME FOR FUTURE CONSUMPTION, AND EVALUATE THE IMPACT OF TIME, INTEREST RATES, AND INFLATION UPON THE VALUE OF SAVINGS.

4.1.4 Using Credit – 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.~~ THE BENEFITS, COSTS, AND POTENTIAL IMPACTS OF USING CREDIT TO PURCHASE GOODS AND SERVICES.

4.1.5 Financial Investing – ~~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.~~ ANALYZE THE RISKS, EXPECTED RATE OF RETURN, TAX BENEFITS, IMPACT OF INFLATION, ROLE OF GOVERNMENT AGENCIES, AND IMPORTANCE OF DIVERSIFICATION WHEN INVESTING IN FINANCIAL ASSETS.

4.1.6 Protecting and Insuring – ~~Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).~~ ASSESS THE FINANCIAL RISK OF LOST INCOME, ASSETS, HEALTH, OR IDENTITY, AND DETERMINE IF A PERSON SHOULD ACCEPT THE RISK EXPOSURE, REDUCE RISK, OR TRANSFER THE RISK TO OTHERS BY PAYING A FEE NOW TO AVOID THE POSSIBILITY OF A LARGER LOSS LATER.

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

APPENDIX

APPENDIX—KINDERGARTEN

H2—Living and Working Together

K—H2.0.2—e.g., birth, crawling, walking, loss of first tooth, first day of school

K—H2.0.3—e.g., photos, artifacts, diaries, stories, videos

G1—The World in Spatial Terms

K—G1.0.2—e.g., up/down, in/out, above/below

G2—Places and Regions

K—G2.0.1—e.g., classroom, home, local park, or nature center

G5—Environment and Society

K—G5.0.1—e.g., food, shelter, clothing

C1—Purposes of Government

K—C1.0.1—e.g., provide order, maintain safety

C5—Role of the Citizen in American Democracy

K—C5.0.1—e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns

E1—Market Economy

K—E1.0.2—e.g., food, medicine, water, air, clothing—

—————e.g., healthcare and energy providers

APPENDIX—GRADE ONE

H2—Living and Working Together in Families and Schools

1—H2.0.4—e.g., photos, diaries, oral histories, artifacts and videos

1—H2.0.6—e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day

G1—The World in Spatial Terms

1—G1.0.2—e.g., home address—

—————e.g., left, right, front, back, next to, near

G2—Places and Regions

1—G2.0.1—e.g., clouds, trees, weather

—————e.g., buildings, playgrounds, sidewalks

1—G2.0.2—e.g., playground, reading corner, library, restroom

G4—Human Systems

1—G4.0.1—e.g., foods, language, religion, traditions—

G5—Environment and Society

1—G5.0.1—e.g., cutting down trees, building roads

—————e.g., clothing, housing, transportation

1—G5.0.2—e.g., weather, terrain, etc.

C1—Purposes of Government

1—C1.0.1—e.g., to promote fairness, ensure the common good, maintain safety

1—C1.0.2—e.g., principal, teacher or bus driver enforcing school rules

—————e.g., types of bullying, taking cuts in line

C2—Values and Principles of American Republic

1—C2.0.2—e.g., Seven Grandfather Teachings

C5—Roles of the Citizen in American Republic

1—C5.0.1—e.g., respecting the rights of the environment, taking care of oneself, respect for
the rights of others, following rules, getting along with others

E1—Market Economy

1—E1.0.5—e.g., providing goods and services to others, jobs

APPENDIX—GRADE TWO**H2—Living and Working Together in Communities**

2—H2.0.4—e.g., types of businesses, architecture, land use, jobs, transportation, technology,
population

2—H2.0.6—e.g., data gathered from local residents, artifacts, photographs

G2—Places and Regions

2—G2.0.2—e.g., county, metropolitan area, tribal reservation, state

G4—Human Systems

2—G4.0.1—e.g., where people live, where services are provided, where products are made

2—G4.0.3—e.g., foods, language, religion, traditions

C2—Values and Principles of American Democracy

2—C2.0.2—e.g., patriotism, liberty, justice, common good, etc.

C3—Structure and Functions of Government

2—C3.0.3—e.g., police, fire departments, schools, libraries, parks

APPENDIX—GRADE THREE**H3—History of Michigan (Through Statehood)**

3—H3.0.3—e.g., Erie Canal, more people came, statehood

3—H3.0.4—e.g., Anishinaabeg—Ojibway (Chippewa), Odawa (Ottawa), Potawatomi;
Menominee; Huron Indians

3—H3.0.5—e.g., french traders, settlers

3—H3.0.6—e.g., trade, treaties

G2—Places and Regions

3—G2.0.2—e.g., Great Lakes Region, Midwest

G4—Human Systems

3—G4.0.1—e.g., corn, cherries, dairy

—————e.g., automobiles, wood products

—————e.g., Automation Alley, life sciences corridor, university communities

3—G4.0.4—e.g., Tribal enrollment numbers, Tribal governments, cultural events, Tribal
reservation boundaries, and treaty rights

C1—Purposes of Government

3—C1.0.1—e.g., protecting individual rights, promoting the common good, ensuring equal
treatment under the law

E1—Market Economy

3—E1.0.2—e.g., sales, coupons

3—E1.0.3—e.g., how waterways and other natural resources have influenced economic a
activities such as mining, lumbering, automobile manufacturing, furniture-
making, and tourism

E2—National Economy

- 3—E2.0.1—e.g., cherries grown in Michigan area sold in Florida; oranges grown in Florida—
 _____ area sold in Michigan

APPENDIX GRADE FOUR**G1—The World in Spatial Terms**

- 4—G1.0.1—e.g., Where it is? What is it like there? Why is it there? How is it connected to—
 _____ other places?
 4—G1.0.2—e.g., measure distance, determine relative location, classify a region
 _____ e.g., globe, map, satellite image

G2—Places and Regions

- 4—G2.0.1—e.g., political regions, economic regions, landform regions, vegetation regions

G4—Human Systems

- 4—G4.0.2—e.g., forms of shelter, language, food

G5—Environment and Society

- 4—G5.0.1—e.g., agriculture, forestry, urban, and suburban development

C1—Purposes of Government

- 4—C1.0.1—e.g., What does government do? What are the basic values and principles of—
 _____ American democracy? What are the roles of the citizen in American democracy?

C3—Structure and Functions of Government

- 4—C3.0.2—e.g., coining of money, declaring war
 _____ e.g., hunting and gathering licenses, marriage license, issuing tribal identification
 _____ cards
 _____ e.g., driver's license, marriage license
 4—C3.0.6—e.g., elections versus appointments

E1—Market Economy

- 4—E1.0.1—e.g., What goods and services will be produced? How will these goods and—
 _____ services be produced? Who will consume them?
 4—E1.0.2—e.g., private property rights, voluntary exchange, competition, consumer—
 _____ sovereignty, incentives, specialization
 4—E1.0.5—e.g., assembly line
 4—E1.0.6—e.g., supply, demand
 4—E1.0.8—e.g., taxing or borrowing

E2—National Economy

- 4—E2.0.1—e.g., changing demand for natural resources, changes in technology, changes
 _____ competition

APPENDIX GRADE FIVE**U1.2—European Exploration**

- 5—U1.2.1—e.g., invention of the astrolabe and improved maps
 _____ e.g., rise of nation-states
 5—U1.2.2—e.g., economic, political, cultural, and religious

U1.4—Three World Interactions

- 5—U1.4.2—e.g., letters, diaries, maps, documents, narratives, pictures, graphic data

U2.1—European Struggle for Control of North America

5—U2.1.1—e.g., Powhatan

5—U2.1.2—e.g., Pequot/King Phillip’s War

U2.2—European Slave Trade and Slavery in Colonial America

5—U2.2.3—e.g., sense of family, role of oral tradition

U2.3—Life in Colonial America

5—U2.3.3—e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and Indigenous Peoples

5—U2.3.4—e.g., cash-crop farming, slavery, indentured servants

U3.1—Causes of the American Revolution

5—U3.1.3—e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures

5—U3.1.7—e.g., Mayflower Compact, House of Burgesses and town meetings

—————e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government

U3.3—Creating New Government(s) and a New Constitution

5—U3.3.2—e.g., lack of national army, competing currencies, reliance on state governments for money

5—U3.3.5—e.g., fear of a strong executive, representative government, importance of individual rights

5—U3.3.6—e.g., enumerated and reserved powers

APPENDIX—GRADE SIX**G2.1—Physical Characteristics of Place**

6—G2.1.2—e.g., plates, plate boundaries, uplift, earthquakes, volcanos and the ring of fire

6—G2.1.3—e.g., tropical wet and wet dry, arid and semi-arid, sub-tropical, continental, and arctic

—————e.g., tropical forest, savanna, grassland, desert, temperate forests, tundra, oceans and ice caps

G3.1—Physical Processes

6—G3.1.2—e.g., latitude, elevation, marine and continental locations, and rain shadow effect

G4.3—Patterns of Human Settlement

6—G4.3.2—e.g., coastal and river towns in the past and present, location of megacities

G4.4—Forces of Cooperation and Conflict

6—G4.4.1—e.g., control/use of natural resources, power, wealth, and cultural diversity

C3.6—Characteristics of Nation-States

6—C3.6.2—e.g., democracy, parliamentary, dictatorships, oligarchies, theocracies

C4.3—Conflict and Cooperation Between and Among Nations

6—C4.3.2—e.g., migration and human rights

E1.1—Individual, Business, and Government Choices

6—E1.1.1—e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement

E3.1—Economic Interdependence

6—E3.1.3—e.g., internet-based home offices, international work teams, international companies

E3.3—Economic Systems

6—E3.3.2—e.g., oil, coal, natural gas, nuclear, biomass, solar, and wind

APPENDIX—GRADE SEVEN**H1.2—Historical Inquiry and Analysis**

7—H1.2.1—e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis

H1.4—Historical Understanding

7—H1.4.1—e.g., political, economic, religion/belief, science/technology, written language, education, family

W1.2—Agricultural Revolution

7—W1.2.2—e.g., available water for irrigation, adequate precipitation, and suitable growth season

7—W1.2.4—e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile

W2.1—Early Civilizations and Major Empires

7—W2.1.4—e.g., ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication

7—W2.1.5—e.g., plants, crops, plow, wheel, bronze metallurgy

W3.1—Classical Traditions

7—W3.1.1—e.g., institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries

7—W3.1.7—e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks

7—W3.1.8—e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire

7—W3.1.11—e.g., trade routes and their significance, supply and demand for products

W4.1—Cross-temporal or Global Expectations

7—W4.1.2—e.g., diverse religious traditions of Islam—Sunni, Shi'a/Shi'ite, Sufi (G)

G1.2—Geographical Inquiry and Analysis

7—G4.4.1—e.g., natural resources, power, culture, wealth

P4.2—Citizen Involvement

7—P4.2.3—e.g., service learning projects

APPENDIX—GRADE EIGHT**U4.3—Reform Movements**

8—U4.3.1—Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann's campaign for free compulsory public education.

8—U4.3.3—e.g., Susan B. Anthony and Elizabeth Cady Stanton

U5.1—The Coming of the Civil War

8—U5.1.2—e.g., the establishment of Michigan as a free state

8—U5.1.5—e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad

U5.4—Investigation Topics and Issue Analysis (P2)

Examples of Investigation Topics and Questions (and examples from United States History)

- Balance of Power—e.g., Articles of Confederation, U.S. Constitution, states' rights-issues, secession, others
- Liberty vs. Security—e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War
- The Government and Social Change—e.g., abolitionist movement, women's movement, Reconstruction policies
- Movement of People—e.g., Indigenous Peoples, immigrants

APPENDIX—WORLD HISTORY AND GEOGRAPHY

5.3—Recommended Regional Content Expectations

Recommended regional expectations provide options for focusing on events within a specific region. Regional expectations are designed to be selected in support of the interregional and global expectations.

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)
- analyzing the impact of the Ottoman rule

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 (National Geography Standard 5)
- 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)

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. (National Geography Standard 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 Geography Standard 13)
- the impact of its unique location relative to Europe and Asia (National Geography Standard 3)
- the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity (National Geography Standard 10)

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 (National Geography Standard 13)
- 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

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) (National Geography Standard 12)

APPENDIX WORLD HISTORY AND GEOGRAPHY

6.1 Global or Cross-temporal Expectations

6.1.5 Interpreting Europe’s Increasing Global Power—e.g., Renaissance, Reformation,———demographic, economic, and social changes———

———e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions

6.2 Interregional or Comparative Expectations

6.2.1 Political Revolutions—e.g. American, French, Haitian, Mexican or other Latin American,———or Chinese Revolutions

6.2.2 Growth of Nationalism and Nation-states—e.g., Germany, Italy and—e.g., Meiji Japan

6.3 Recommended Regional Content Expectations

Recommended regional expectations provide options for focusing on events within a specific region. Regional expectations are designed to be selected in support of the interregional and global expectations.—

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)
- 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)

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)
- describing key events in the decline of Qing China, including the Opium Wars and———the Taiping and Boxer Rebellions

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)

7.2—Interregional or Comparative Expectations

7.2.3—World War II—

- e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria & Sudetenland
- e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of the state of Israel

APPENDIX—WORLD HISTORY AND GEOGRAPHY

7.3—Recommended Regional Content Expectations

Recommended regional expectations provide options for focusing on events within a specific region. Regional expectations are designed to be selected in support of the interregional and global expectations.

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.

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.

Asia

Analyze the political, economic, and social transformations that occurred in this era, including— (National Geography Standard 13)

- Japanese imperialism
- Chinese nationalism, the emergence of communism, and civil war
- Indian independence struggle

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)

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)

CG2—Resources

- e.g., OPEC, NAFTA, EU, NATO, World Trade Organization, Red Cross, Red Crescent

CG4—Conflict, Cooperation, and Security

- e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path
- e.g., Darfur, Rwanda, Cambodia, Bosnia

APPENDIX UNITED STATES HISTORY AND GEOGRAPHY

6.1—Growth of an Industrial and Urban America

6.1.1—Factors in the American Second Industrial Revolution—e.g., development of corporations and labor organizations

6.2—Becoming a World Power

6.2.3—Domestic Impact of WWI—e.g., Sedition Act, Red Scare, Palmer Raids and—e.g., the Great Migration

6.3—Progressivism and Reform

6.3.2—Causes and Consequences of Progressive Reform—e.g., Ida B. Wells and the anti-lynching campaign of the late 1800's and early 1900's

6.3.5—Women's Suffrage—e.g., Susan B. Anthony, Elizabeth Cady Stanton

7.1—Growing Crisis of Industrial Capitalism and Responses

7.1.1—The Twenties—e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption

7.1.2—Causes and Consequences of the Great Depression—e.g., Reconstruction Finance Corporation

7.1.3—The New Deal—e.g., Dust Bowl and the Tennessee Valley

- e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies

7.2—World War II

7.2.1—Causes of WWII—e.g., failure of Versailles Treaty, League of Nations, Munich Agreement

7.2.2—U.S. and the Course of WWII—e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons

7.2.3—Impact of WWII on American Life—e.g., rationing, work hours, taxes

8.2—Domestic Policies

8.2.2—Policy Concerning Domestic Issues—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)

8.2.4—Domestic Conflicts and Tensions—e.g., Roe v. Wade, Gideon, Miranda, Tinker, Hazelwood

8.3—Civil Rights in the Post-WWII Era

8.3.1—Civil Rights Movement—e.g., racial and gender integration of the military

- e.g., Brown v. Board (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965)
- 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

8.3.4—Civil Rights Expanded—including Indigenous Peoples, Latinos/as, new immigrants, people with disabilities, and gays and lesbians and other members of the LGBTQ community.

8.3.5—Tensions and Reactions to Poverty and Civil Rights—e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark

APPENDIX UNITED STATES HISTORY AND GEOGRAPHY

9.2—Changes in America’s Role in the World

9.2.1—U.S. in the Post-Cold War World—e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War

9.2.2—9/11 and Responses to Terrorism—e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO

APPENDIX CIVICS

2.1—Origins of American Constitutional Government

2.1.2—e.g., Virginia and New Jersey plans, the Great Compromise, debates between Federalists and anti-Federalists, debates over slavery, and the promise of a bill of rights after ratification

2.2—Foundational Values and Constitutional Principles of American Government

2.2.1—e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism and e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism

2.2.3—e.g., liberty and authority, justice and equality, individual rights, and the common good

2.2.4—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

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

3.1.4—e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review

3.2—Powers and Limits on Powers

3.2.2—e.g., Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland

3.4—System of Law and Laws

3.4.2—e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation

3.4.3—e.g., clear and present danger, time, place and manner restrictions on speech, security, libel or slander, public safety, and equal opportunity

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

4.1.2—e.g., diplomacy, economic, and covert action

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

4.2.4—e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol

5.1—The Meaning of Citizenship in the United States of America

5.1.1—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

5.2—Becoming a Citizen

5.2.2—e.g., removing limitations of suffrage

5.3—Rights of Citizenship

5.3.1—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—e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office

5.3.3—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

APPENDIX CIVICS

5.5—Dispositions of Citizenship

5.5.1—e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy and 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

6.1—Civic Inquiry and Public Discourse

6.1.2—e.g., Constitutions, court decisions, state law) and (e.g., maps, charts, tables, graphs, and cartoons, and e.g., oral political cartoons, campaign advertisements, political speeches, and blogs

6.1.3—e.g., logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias

6.1.4—e.g., historical and contemporary examples

6.2—Participating in Civic Life

6.2.4—e.g., violent and non-violent

APPENDIX ECONOMICS

1.2—Competitive Markets

1.2.1—Institutions—e.g., banks, labor unions, markets, corporations, co-operatives, sole proprietorship, partnerships and not-for-profit organizations

1.2.2—Market Structures—e.g., number of producers, similarity of products, barriers to entry, control over prices and e.g., perfect competition, monopolistic competition, oligopoly, and monopoly

1.3—Prices, Supply, and Demand

1.3.1—Supply and Demand—e.g., Analyze how changes in the cost of the productive resources, technology advancements, government policies and other factors impact consumer and producer markets.)

1.4—Role of Government in the Market

1.4.1—Public Policy and the Market—e.g., an increase in the minimum wage, a new tax policy, a change in the interest rates, or price controls on the quantity of a good or service

1.4.4—Market Failure—e.g., subsidies and taxes and e.g., pollution, vaccinations, student loans

1.4.5—Government Failure—e.g., subsidies, tariffs, import quotas

2.2—Role of Government in the United States Economy

2.2.4—Government Revenue and Services—e.g., parks and highways and e.g., social security, Medicaid, Medicare

4.1—Decision Making

4.1.1—Earning Income—e.g., interest, dividends, capital appreciation, income support from the government, and social security



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