



Social Studies Standards

2007 TO 2019 SIDE-BY-SIDE COMPARISON

Office of Educational Supports

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SOCIAL STUDIES CONTENT EXPECTATIONS: KINDERGARTEN

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate ways people learn about the past.

H2 Living and Working Together

Use historical thinking to understand the past.

Standard	2007	2019
K – H2.0.1	Distinguish among yesterday, today, tomorrow.	Distinguish among 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).	Create a timeline using events from their own lives.
K – H2.0.3	Identify the beginning, middle, and end of historical narratives or stories.	Describe ways people learn about the past.
K – H2.0.4	Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).	N/A

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate how the environment provides for people's needs and wants.

G1 The World in Spatial Terms

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

Standard	2007	2019
K – G1.0.1	Recognize that maps and globes represent places.	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.	Use directions or positional words to identify significant locations in the classroom. Examples may include but are not limited to: up/down, in/out, above/below, left/right.

G2 Places and Regions

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

Standard	2007	2019
K – G2.0.1	Identify and describe places in the immediate environment (e.g., classroom, home, playground).	Identify and describe places in the immediate environment. Examples may include but are not limited to: classroom, home, playground.

G5 Environment and Society

Understand the effects of human-environment interactions.

Standard	2007	2019
K – G5.0.1	Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).	Describe ways in which the environment provides for basic human needs and wants. Examples may include but are not limited to: food, shelter, clothing.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people can get along with each other.

C1 Purposes of Government

Explain why people create governments.

Standard	2007	2019
K – C1.0.1	N/A	Identify and explain reasons for rules at home and in school. Examples may include but are not limited to: safety, fairness, organization.

C2 Democratic Values and Constitutional Principles of American Government

Standard	2007	2019
K – C2.0.1	Identify our country's flag as an important symbol of the United States.	Identify the American flag as an important 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).	Explain why people do not have the right to do whatever they want. Examples may include but are not limited to: promote fairness, ensure the common good, maintain safety.
K – C2.0.3	Describe fair ways for groups to make decisions.	Describe fair ways for groups to make decisions.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

Standard	2007	2019
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).	Describe situations in which they demonstrated self-discipline and individual responsibility. Examples may include but are not limited to: caring for a pet, completing chores, following school rules, working in a group, taking turns.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate how people meet their economic wants.

E1 Market Economy

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

Standard	2007	2019
K - E1.0.1	Describe economic wants they have experienced.	Describe economic wants they have experienced.
K - E1.0.2	Distinguish between goods and services.	Distinguish between goods and services.
K - E1.0.3	Recognize situations in which people trade.	Recognize situations in which people trade.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (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.

Standard	2007	2019
K – P3.1.1	Identify classroom issues.	Identify classroom issues.
K – P3.1.2	Use simple graphs to explain information about a classroom issue.	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.	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.

Standard	2007	2019
K – P3.3.1	Express a position on a classroom issue.	Express a position on a classroom issue.

P4.2 Civic Participation

Act constructively to further the public good.

Standard	2007	2019
K – P4.2.1	Develop and implement an action plan to address or inform others about a classroom issue.	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.	Participate in projects to help or inform others.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate family life in the past.

H2 Living and Working Together in Families and Schools

Use historical thinking to understand the past.

Standard	2007	2019
1 – H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. Examples may include but are not limited to: using a calendar to distinguish among days, weeks, and months.
1 – H2.0.2	Use a calendar to distinguish among days, weeks, and months.	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 – H2.0.3	Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	Use historical sources to draw possible conclusions about family or school life in the past. Examples may include but are not limited to: photos, diaries, oral histories, videos, artifacts.
1 – H2.0.4	Retell in sequence important ideas and details from stories about families or schools.	Compare life today with life in the past using the criteria of family, school, jobs, or communication.
1 – H2.0.5	Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.	Identify the events or people celebrated during United States national holidays and why we celebrate them. Examples may include but are not limited to: Independence Day, Constitution Day, Martin Luther King Jr. Day, Presidents Day, Veterans Day.
1 – H2.0.6	Compare life today with life in the past using the criteria of family, school, jobs, or communication.	N/A
1 – H2.0.7	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).	N/A

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people interact with their environments.

G1 The World in Spatial Terms

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

Standard	2007	2019
1 – G1.0.1	Construct simple maps of the classroom to demonstrate aerial perspective.	Construct simple maps of the classroom to demonstrate aerial perspective.
1 – G1.0.2	Give examples of places that have absolute locations (e.g., home address, school address).	Describe places using absolute location or relative location. Examples may include but are not limited to: home address (absolute location), positional words such as in front of, behind, between (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.	Distinguish between landmasses and bodies of water using maps and globes. Examples may include but are not limited to: islands and continents (landmasses), rivers, lakes, oceans (bodies of water).
1 – G1.0.4	Distinguish between landmasses and bodies of water using maps and globes.	N/A

G2 Places and Regions

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

Standard	2007	2019
1 – G2.0.1	Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.	Distinguish between physical and human characteristics of places. Examples may include but are not limited to: trees, landmasses, bodies of water (physical/natural), buildings, playgrounds, sidewalks, roads (human).
1 – G2.0.2	Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).	Describe the unifying characteristics and/or boundaries of different school regions. Examples may include but are not limited to: playground, reading corner, library, restroom.

G4 Human Systems

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

Standard	2007	2019
1 – G4.0.1	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	Use components of culture to describe diversity in family life. Examples may include but are not limited to: foods, language, religion, traditions.

G5 Environment and Society

Understand the effects of human-environment interactions.

Standard	2007	2019
1 – G5.0.1	Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).	Describe ways in which people are part of, modify, and adapt to their physical environments. Examples may include but are not limited to: being part of the environment (interacting with the environment by taking a walk, swimming in a lake or fishing) modifying the environment (building homes, planting gardens, mowing lawns) and adapting to the environment (wearing different clothes in different seasons.)
1 – G5.0.2	N/A	Describe ways in which the physical environment in a place or region affects people's lives. Examples may include but are not limited to: warm clothes in winter, light jackets in summer, swimming in summer, sledding in winter, the water around us allowing us to move goods and people.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people can get along, including finding fair ways to make decisions and resolve conflicts.

C1 Purposes of Government

Explain why people create governments.

Standard	2007	2019
1 – C1.0.1	Identify some reasons for rules in school (e.g., provide order, predictability, and safety).	Explain the need for rules and purposes of rules. Examples may include but are not limited to: safety, organization, fairness.
1 – C1.0.2	Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).	Give examples of the use of power with authority and power without authority in school. Examples may include but are not limited to: principal, teacher, bus driver, line leader of safety patrol (power with authority), types of bullying, taking cuts in line (power without authority).
1 – C1.0.3	Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).	N/A

C2 Democratic Values and Constitutional Principles of American Government

Standard	2007	2019
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).	Explain fair ways to make decisions and resolve conflicts in the school community. Examples may include but are not limited to: majority rules, taking turns, voting, talking it out, referring to an authority.
1 – C2.0.2	Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).	Identify important symbols of the United States of America and what they represent. Examples may include but are not limited to: the U.S. flag, Statue of Liberty, White House, Bald Eagle.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

Standard	2007	2019
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, getting along with others).	Describe some responsibilities people have at home and at school. Examples may include but are not limited to: taking care of oneself, respect for the rights of others, following rules, getting along with others.
1 – C5.0.2	Identify 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, honesty).	Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life Examples may include but are not limited to: cleaning the playground, helping others, helping solve a problem, respecting the rights of others.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate how scarcity and choice impact decision making.

E1 Market Economy

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

Standard	2007	2019
1 – E1.0.1	Distinguish between producers and consumers of goods and services.	Distinguish between producers and consumers of goods and services.
1 – E1.0.2	Describe ways in which families consume goods and services.	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).	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.	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).	Describe ways in which people earn money. Examples may include but are not limited to: providing goods and services to others, jobs.
1 – E1.0.6	Describe how money simplifies trade.	Describe how money simplifies trade.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (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.

Standard	2007	2019
1 – P3.1.1	Identify public issues in the school community.	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.	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.	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.

Standard	2007	2019
1 – P3.3.1	Express a position on a public policy issue in the school community and justify the position with a reasoned argument	Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

P4.2 Civic Participation

Act constructively to further the public good.

Standard	2007	2019
1 – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	Develop and implement an action plan to address or inform others about a school issue.
1 – P4.2.2	Participate in projects to help or inform others.	Participate in projects to help or inform others.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate the past in their own and other communities.

H2 Living and Working Together in Communities

Use historical thinking to understand the past.

Standard	2007	2019
2 – H2.0.1	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
2 – H2.0.2	Explain why descriptions of the same event in the local community can be different.	Examine different perspectives of the same event in a community and explain how and why they are different.

Standard	2007	2019
2 – H2.0.3	Use an example to describe the role of the individual in creating history.	Explain how individuals and groups have made significant historical changes.
2 – H2.0.4	Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).	Describe changes in the local community over time. Examples may include but are not limited to: 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. Examples may include but are not limited to: natural disasters, factories closing, poverty, homelessness, closing of military bases, environmental issues.
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).	Construct a historical narrative about the history of the local community from a variety of sources. Examples may include but are not limited to: data gathered from local residents, artifacts, photographs.

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people interact with their community's environment and consequences of those interactions.

G1 The World in Spatial Terms

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

Standard	2007	2019
2 – G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	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.	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	N/A	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.

Standard	2007	2019
2 – G2.0.1	Compare the physical and human characteristics of the local community with those of another community.	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).	Describe how the local community is part of a larger region. Examples may include but are not limited to: county, metropolitan area, tribal reservation, state.

G4 Human Systems

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

Standard	2007	2019
2 – G4.0.1	Describe land use in the community (e.g., where people live, where services are provided, where products are made).	Describe land use in the community. Examples may include but are not limited to: where people live, where services are provided, where products are made, where people play, where people interact with the land.
2 – G4.0.2	Describe the means people create for moving people, goods, and ideas within the local community.	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.	Use components of culture to describe diversity in the local community. Examples may include but are not limited to: foods, language, religion, traditions.

G5 Environment and Society

Understand the effects of human-environment interactions.

Standard	2007	2019
2 – G5.0.1	Suggest ways people can responsibly interact with the environment in the local community.	Suggest ways in which 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.	Describe positive and negative consequences of changing the physical environment of the local community.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate how local government affects people living in a community.

C1 Purposes of Government

Explain why people create governments.

Standard	2007	2019
2 – C1.0.1	Explain why people form governments.	Explain why people form governments.
2 – C1.0.2	Distinguish between government action and private action.	Distinguish between government action and private action. Examples may include but are not limited to: city snowplows clearing roads (government action), clearing the snow on your sidewalk or driveway (private action).

C2 Democratic Values and Constitutional Principles of American Government

Standard	2007	2019
2 – C2.0.1	Explain how local governments balance individual rights with the common good to solve local community problems.	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.	Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism. Examples may include but are not limited to: promoting unity and patriotism.

C3 Structure and Functions of Government

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

Standard	2007	2019
2 – C3.0.1	Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	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.	Use examples to describe how local government affects the lives of people in a community. Examples may include but are not limited to: setting speed limits to promote safety, putting up traffic lights, clearing roads, monitoring water quality, removing unsafe buildings.
2 – C3.0.3	Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).	Identify services commonly provided by local governments. Examples may include but are not limited to: police, fire departments, schools, libraries, parks.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

Standard	2007	2019
2 – C5.0.1	Identify ways citizens participate in community decisions.	Identify ways in which people participate in community decisions.
2 – C5.0.2	Distinguish between personal and civic responsibilities and explain why they are important in community life.	Distinguish between personal and civic responsibilities and explain why they are important in community life. Examples may include but are not limited to: taking care of your dog, recycling, caring for family members (personal responsibility), getting a dog license, putting recycling in the appropriate place, serving on a jury (civic responsibility).
2 – C5.0.3	Design and participate in community improvement projects that help or inform others. (See P4.2.2)	Design and participate in community improvement projects that help or inform others.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate economic activity in their own and other communities.

E1 Market Economy

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

Standard	2007	2019
2 – E1.0.1	Identify the opportunity cost involved in a consumer decision.	Identify the opportunity cost involved in a consumer decision.
2 – E1.0.2	Identify businesses in the local community.	Describe how businesses in the local community meet economic wants of consumers.
2 – E1.0.3	Describe how businesses in the local community meet economic wants of consumers.	Describe the natural, human, and capital resources needed for production of a good or service in a community.
2 – E1.0.4	Describe the natural, human, and capital resources needed for production of a good or service in a community.	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	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.	Utilize a decision-making process to analyze the benefits and costs of a personal decision.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (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.

Standard	2007	2019
2 – P3.1.1	Identify public issues in the local community that influence the daily lives of its citizens.	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.	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.	Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community. Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

Standard	2007	2019
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.	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 Civic Participation

Act constructively to further the public good.

Standard	2007	2019
2 – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	Develop and implement an action plan to address or inform others about a community issue.
2 – P4.2.2	Participate in projects to help or inform others.	Participate in projects to help or inform others.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate early Michigan history.

H3 The History of Michigan (through Statehood)

Use historical thinking to understand the past.

Standard	2007	2019
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?)	Identify questions historians ask in examining the past in Michigan. Examples may include but are not limited to: 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.	Explain how historians use primary and secondary sources to answer questions about the past.
3 – H3.0.3	Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood)	Describe the causal relationships between three events in Michigan's past. Examples may include but are not limited to: the Erie canal, more people came, statehood.
3 – H3.0.4	Draw upon traditional stories of American Indians (e.g., Anishinaabe - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.	Draw upon traditional stories and/or teachings of Indigenous People who lived and continue to live in Michigan in order to better understand their beliefs and histories. Examples may include but are not limited to: Teachings of the Seven Grandfathers.
3 – H3.0.5	Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.	Use informational text and visual data to compare how Indigenous People and non-Indigenous People in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.
3 – H3.0.6	Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.	Use a variety of sources to describe interactions that occurred between Indigenous People 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).	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.	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.	Describe how Michigan attained statehood.
3 – H3.0.10	Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).	Create a timeline to sequence and describe major eras and events in early Michigan history.

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

G1 The World in Spatial Terms

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

Standard	2007	2019
3 – G1.0.1	Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.	Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.
3 – G1.0.2	Use thematic maps to identify and describe the physical and human characteristics of Michigan.	Use thematic maps to identify and describe the physical and human characteristics of Michigan.
3 – G1.0.3	N/A	Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America. Examples may include but are not limited to: locate Michigan in relation 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.

Standard	2007	2019
3 – G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions. Examples may include but are not limited to: physical features (lakes versus land), land use (forest, agriculture, urban), and political (state, county, and tribal boundaries).
3 – G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).	Describe different regions to which Michigan belongs. Examples may include but are not limited to: Great Lakes region, Midwest, United States, North America.

G4 Human Systems

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

Standard	2007	2019
3 – G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing	Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and

Standard	2007	2019
	(e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)	<p>tourism, and research and development, and explain the factors influencing the location of these economic activities.</p> <p>Examples of economic activities may include but are not limited to: agriculture, e.g., corn, cherries, dairy, Christmas trees; manufacturing, e.g., automobiles, wood products; and research and development, e.g., Automation Alley, life sciences corridor, university communities.</p> <p>Examples of factors influencing location may include but are not limited to: Primary industries located near natural resources; manufacturing influenced by accessibility to resources, labor, markets, and capital; and services, which are often located close to markets.</p>
3 – G4.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)	<p>Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).</p> <p>Examples may include but are not limited to: Finnish migrating to the Upper Peninsula, Chaldeans migrating into southeastern Michigan, Dutch migrating to western Michigan.</p>
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)	Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.
3 – G4.0.4	Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	<p>Use data and current information about the Anishinaabek and other Indigenous People living in Michigan today to describe the cultural aspects of modern life.</p> <p>Examples may include but are not limited to: obtain tribal enrollment, tribal governments, treaty rights, reservation boundaries, cultural events.</p>

G5 Environment and Society

Understand the effects of human-environment interactions.

Standard	2007	2019
3 – G5.0.1	Locate natural resources in Michigan and explain the consequences of their use.	Locate natural resources in Michigan and explain the consequences of their use.
3 – G5.0.2	Describe how people adapt to, use, and modify the natural resources of Michigan. (H)	Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan. Examples may include but are not limited to: interdependence of people and the environment, interaction of people with the environment, appreciation for the environment, e.g., taking a walk, watching birds, swimming in a lake, fishing, hunting, photography, harvesting maple syrup.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan's government and rights and responsibilities of citizenship.

C1 Purposes of Government

Explain why people create governments.

Standard	2007	2019
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).	Give an example of how Michigan state government fulfills one of the purposes of government. Examples may include but are not limited to: protecting individual rights, promoting the common good, ensuring equal treatment under the law.

C2 Democratic Values and Constitutional Principles of American Government

Standard	2007	2019
3 – C2.0.1	Describe how Michigan state government reflects the principle of representative government.	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.

Standard	2007	2019
3 – C3.0.1	Distinguish between the roles of state and local government.	Distinguish between the roles of tribal, 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).	Identify goods and services provided by the state government and describe how they are funded. Examples of services may include but are not limited to: maintaining highways, state parks, state forests. Examples of how things are funded may include but are not limited to: taxes, fees, fines.
3 – C3.0.3	Identify the three branches of state government in Michigan and the powers of each.	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.	Explain how state courts function to resolve conflict.
3 – C3.0.5	Describe the purpose of the Michigan Constitution.	Describe the purpose of the Michigan Constitution.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

Standard	2007	2019
3 – C5.0.1	Identify 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).	Identify and explain rights and responsibilities of citizenship. Examples of rights may include but are not limited to: freedom of speech, freedom of religion, right to own property. Examples of responsibilities may include but are not limited to: respecting the rights of others, voting, obeying laws.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

E1 Market Economy

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

Standard	2007	2019
3 – E1.0.1	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.
3 – E1.0.2	Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.	Identify incentives that influence economic decisions people make in Michigan. Examples may include but are not limited to: sales, coupons, tax incentives, recycling.
3 – E1.0.3	Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)	Analyze how Michigan's location and natural resources influenced its economic development. Examples may include but are not limited to: how waterways and other natural resources have influenced economic activities such as farming, mining, lumbering, automobile manufacturing, and furniture-making.
3 – E1.0.4	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)	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.	Explain the role of entrepreneurship and 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.

Standard	2007	2019
3 – E2.0.1	Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).	Using a Michigan example, explain how specialization leads to increased interdependence. Examples may include but are not limited to: 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.

Standard	2007	2019
3 – E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	Identify products produced in other countries and consumed by people in Michigan.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (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.

Standard	2007	2019
3 – P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	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.	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.	Give examples of how conflicts over democratic values lead people to differ on resolutions to a public-policy issue in Michigan. Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

Standard	2007	2019
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.	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

P4.2 Civic Participation

Act constructively to further the public good.

Standard	2007	2019
3 – P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
3 – P4.2.1	Participate in projects to help or inform others.	Participate in projects to help or inform others.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate post-statehood Michigan history.

H3 History of Michigan (Beyond Statehood)

Use historical thinking to understand the past.

Standard	2007	2019
4 – H3.0.1	<p>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. (C, E)</p> <ul style="list-style-type: none"> • What happened? • When did it happen? • Who was involved? • How and why did it happen? • How does it relate to other events or issues in the past, in the present, or in the future? • What is its significance? 	<p>Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.</p> <p>Examples of questions may include but are not limited to: What happened? When did it happen? Who was involved? How and why did it happen? How does it relate to other events or issues in the past, in the present, or in the future? What is its significance?</p> <p>Examples of economic activities may include but are not limited to: agriculture, mining, manufacturing, lumbering, tourism, technology, and research.</p>
4 – H3.0.2	<p>Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)</p>	<p>Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.</p>
4 – H3.0.3	<p>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)</p>	<p>Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.</p>
4 – H3.0.4	<p>Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)</p>	<p>Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.</p>
4 – H3.0.5	<p>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)</p>	<p>Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.</p>
4 – H3.0.6	<p>Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile</p>	<p>Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile</p>

Standard	2007	2019
	industry and the labor movement in Michigan. (G, E)	industry and the labor movement in Michigan. Examples may include but are not limited to: stories, photos, artifacts, oral history, letters.
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 in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG 7.2.4) (G, C, E)	Describe past and current threats to Michigan's natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources. Examples may include but are not limited to: The Flint Water Crisis, invasive species, and wild rice.
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)	N/A
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.	N/A

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

G1 The World in Spatial Terms

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

Standard	2007	2019
4 – G1.0.1	Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?).	Identify questions geographers ask in examining the United States. Examples may include but are not limited to: Where is it? 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.	Identify and describe the characteristics and purposes of a variety of geographic tools and technologies. Examples of purposes may include but are not limited to: measure distance, determine relative location, classify a region.

Standard	2007	2019
		Examples of tools and technologies may include but are not limited to: globe, map, satellite image.
4 – G1.0.3	Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).	Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
4 – G1.0.4	Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.	Use maps to describe elevation, climate, and patterns of population density in the United States.
4 – G1.0.5	Use maps to describe elevation, climate, and patterns of population density in the United States	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.

Standard	2007	2019
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).	Describe ways in which the United States can be divided into different regions. Examples may include but are not limited to: political regions, land-use regions, land-form regions, vegetation regions.
4 – G2.0.2	Compare 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.	Locate and describe human and physical characteristics of 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.

Standard	2007	2019
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)	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.
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)	Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States. Examples may include but are not limited to: forms of shelter, language, food.

Standard	2007	2019
4 – G4.0.3	N/A	Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements. Examples may include but are not limited to: movement of fossil fuels, clothing, retirees, refugees, and manufacturing jobs into and within the United States.

G5 Environment and Society

Understand the effects of human-environment interactions.

Standard	2007	2019
4 – G5.0.1	Assess the positive and negative effects of human activities on the physical environment of the United States.	Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan's government, and rights and responsibilities of citizenship.

C1 Purposes of Government

Explain why people create governments.

Standard	2007	2019
4 – C1.0.1	Identify questions 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?).	Identify questions political scientists ask in examining the United States. Examples may include but are not limited to: What does government do? What are the basic values and principles of American democracy? 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.	Describe the purposes of government as identified in the Preamble of the Constitution.
4 – C1.0.3	Describe the purposes of government as identified in the Preamble of the Constitution.	N/A

C2 Democratic Values and Constitutional Principles of American Government

Standard	2007	2019
4 – C2.0.1	Explain how the 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)	Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers

Standard	2007	2019
	serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.	of the federal government as reflected in the Constitution and Bill of Rights. Examples may include but are not limited to: individual rights, e.g., freedom of religion, freedom of expression, and freedom of press.
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 rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations. Examples of rights may include but are not limited to: voting, freedom of religion, freedom of expression, and freedom of press. Examples of values may include but are not limited to: common good, equality, individual rights, justice (fairness), right to alter laws.

C3 Structure and Functions of Government

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

Standard	2007	2019
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).	Give examples of ways the Constitution limits the powers of the federal government. Examples may include but are not limited to: election of public officers, separation of powers, checks and balances, Bill of Rights.
4 – C3.0.2	Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).	Give examples of powers granted to the federal government, powers granted to tribal governments, and those reserved for the states. Examples for federal may include but are not limited to: coining of money, declaring war. Examples for tribal governments may include but are not limited to: issuing hunting, gathering, and fishing licenses, issuing tribal identification cards. Examples for states may include but are not limited to: issuing driver's licenses, issuing marriage licenses.
4 – C3.0.3	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

Standard	2007	2019
4 – C3.0.4	Describe how the powers of the federal government are separated among the branches.	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).	Give examples of how the system of checks and balances limits the power of the federal government. Examples may include but are not limited to: 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).	Describe how the President, members of the Congress, and justices of the Supreme Court come to power. Examples may include but are not limited to: elections versus appointments.
4 – C3.0.7	Explain how the federal government uses taxing and spending to serve the purposes of government.	Explain how the federal government uses taxing and spending to serve the purposes of government.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

Standard	2007	2019
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).	Explain the responsibilities of members of American society Examples may include but are not limited to: 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 rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.
4 – C5.0.3	Explain why rights have limits.	Describe ways in which people can work together to promote the values and principles of American Democracy.
4 – C5.0.4	Describe ways citizens can work together to promote the values and principles of American democracy.	N/A

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

E1 Market Economy

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

Standard	2007	2019
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?).	Identify a good or service produced in the United States and apply the three economic questions all economies must address. Examples may include but are not limited to: What goods and services will be produced? How will these goods and services be produced? Who will consume the goods and services?
4 – E1.0.2	Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).	Describe characteristics of a market economy. Examples may include but are not limited to: private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization.
4 – E1.0.3	Describe how positive and negative incentives influence behavior in a market economy.	Describe how positive and negative incentives influence behavior in a market economy. Examples of positive incentives may include but are not limited to: responding to a sale, saving money, earning money. Examples of negative incentives may include but are not limited to: library fines.
4 – E1.0.4	Explain how price affects decisions about purchasing goods and services (substitute goods).	Explain how price affects decisions about purchasing goods and services. Examples may include but are not limited to: substitute goods, complementary goods.
4 – E1.0.5	Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)	Explain how specialization and division of labor increase productivity. Examples may include but are not limited to: assembly line.
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).	Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices. Examples may include but are not limited to: 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 role of money in the exchange of goods and services. Examples may include but are not limited to: people earn income and use the income to purchase goods and services.

Standard	2007	2019
4 – E1.0.8	Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H)	List goods and services governments provide in a market economy and explain how these goods and services are funded. Examples of goods and services may include but are not limited to: libraries, roads, parks, the Mackinac Bridge. Examples of funding may include but are not limited to: taxes, tolls, fees.

E2 National Economy

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

Standard	2007	2019
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)	Explain how changes in the United States economy impacts levels of employment and unemployment. Examples may include but are not limited to: changing demand for natural resources, changes in technology, changes in competition.

E3 International Economy

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

Standard	2007	2019
4 – E3.0.1	Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).	Identify advantages and disadvantages of global competition.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (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.

Standard	2007	2019
4 – P3.1.1	Identify public issues in the United States that influence the daily lives of its citizens.	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.	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.	Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public-policy issue in the United States. Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

Standard	2007	2019
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.	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 Civic Participation

Act constructively to further the public good.

Standard	2007	2019
4 – P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
4 – P4.2.2	Participate in projects to help or inform others.	Participate in projects to help or inform others.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE

U1 USHG ERA 1 – BEGINNINGS TO 1620

Individually and collaboratively, students will engage in planned inquiries to understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

U1.1 Indigenous People's Life in the Americas

Describe the lives of the Indigenous People living in North America prior to European contact.

Standard	2007	2019
5 – U1.1.1	Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (National Geography Standard 1, p. 144)	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.
5 – U1.1.2	Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (National Geography Standard 14, p. 171)	Compare how Indigenous Peoples in the Eastern Woodlands and another tribal region adapted to or modified the environment.
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, C, E)	Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.

U1.2 European Exploration

Identify the causes and consequences of European exploration and colonization.

Standard	2007	2019
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, C)	Explain the technological and political developments that made sea exploration possible. Examples may include but are not limited to: the invention of the astrolabe, improved maps, the rise of nation-states.
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, C, E)	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. Examples may include but are not limited to: the economic, political, cultural, and religious consequences of colonization.

U1.3 African Life Before the 16th Century

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

Standard	2007	2019
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)	Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).
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)	Describe the life and cultural development of people living in West 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.

U1.4 Three World Interactions

Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th through the 17th century.

Standard	2007	2019
5 – U1.4.1	Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (National Geography Standard 10, p. 162)	Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.
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 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, C, E)	Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. Examples may include but are not limited to: letters, diaries, maps, documents, narratives, pictures, graphic data.
5 – U1.4.3	Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (National Geography Standard 10, p. 162, C, E)	Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.
5 – U1.4.4	Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (National Geography Standard 11, p. 164, E)	Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.

U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)

Individually and collaboratively, students will engage in planned inquiries to understand how European values and institutions transferred to and modified in the colonies, and how slavery reshaped European and African life in the Americas.

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.

Standard	2007	2019
5 – U2.1.1	<p>Describe significant developments in the Southern colonies, including</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>) • establishment of Jamestown (<i>National Geography Standard 4, p. 150</i>) • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (<i>National Geography Standard 11, p. 164</i>) • relationships with American Indians (e.g., Powhatan) (<i>National Geography Standard 10, p. 162</i>) • development of colonial representative assemblies (House of Burgesses) (<i>National Geography Standard 5, p. 152</i>) • development of slavery 	<p>Describe significant developments in the Southern colonies, including:</p> <ul style="list-style-type: none"> • patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement • the establishment of Jamestown • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among European and Indigenous Peoples • development of colonial representative assemblies (House of Burgesses) • development of slavery
5 – U2.1.2	<p>Describe significant developments in the New England colonies, including</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>) • relations with American Indians (e.g., Pequot/King Phillip's War) (<i>National Geography Standard 10, p. 162</i>) • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (<i>National Geography Standard 15, p. 173</i>) • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (<i>National Geography Standard 13, p. 169</i>) • religious tensions in Massachusetts that led to the establishment of other colonies in New England (<i>National Geography Standard 13, p. 169 C, E</i>) 	<p>Describe significant developments in the New England colonies, including:</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (land-forms and climate) on settlement • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among European and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies • the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government <p>religious tensions in Massachusetts that led to the establishment of other colonies in New England</p>
5 – U2.1.3	<p>Describe significant developments in the Middle Colonies, including</p>	<p>Describe significant developments in the Middle colonies, including:</p>

Standard	2007	2019
	<ul style="list-style-type: none"> patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>) the growth of Middle Colonies economies (e.g., breadbasket) (<i>National Geography Standard 7, p. 156</i>) The Dutch settlements 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 (<i>National Geography Standard 10, p. 162, C, E</i>) 	<ul style="list-style-type: none"> patterns of settlement and control including the impact of geography (land-forms and climate) on settlement interactions with Indigenous Peoples, including the trading of goods, services, and ideas among European and Indigenous Peoples the growth of economies in the Middle colonies, 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
5 – U2.1.4	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (<i>National Geography Standard 12, p. 167</i>)	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.
5 – U2.1.5	N/A	Explain the economic, political, cultural, and religious causes of migration to colonial North America.

U2.2 European Slave Trade and Slavery in Colonial America

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

Standard	2007	2019
5 – U2.2.1	Describe Triangular Trade including <ul style="list-style-type: none"> the trade routes the people and goods that were traded the Middle Passage its impact on life in Africa (<i>National Geography Standards 9, and 11; pp. 160 and 164 E</i>) 	Describe Triangular Trade including: <ul style="list-style-type: none"> the trade routes the people and goods that were traded the Middle Passage the impact on life in Africa
5 – U2.2.2	Describe the life of enslaved Africans and free Africans in the American colonies. (<i>National Geography Standard 5, p. 152</i>)	Describe the lives of enslaved Africans and free Africans including fugitive and escaped slaves in the American colonies.
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. (<i>National Geography Standard 10, p. 162</i>)	Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities. Examples may include but are not limited to: Gullah Islands, Louisiana, The Carolinas

U2.3 Life in Colonial America

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

Standard	2007	2019
5 – U2.3.1	Locate the New England, Middle, and Southern colonies on a map. (<i>National Geography Standard 3 p. 148</i>)	Locate the New England, Middle, and Southern colonies on a map.
5 – U2.3.2	Describe the daily life of people living in the New England, Middle, and Southern colonies. (<i>National Geography Standards 14 and 15; pp. 171 and 173</i>)	Describe the daily lives of people living in the New England, Middle, and Southern colonies.
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). (<i>National Geography Standard 6, p. 154</i>)	Describe colonial life in America from the perspectives of at least three different groups of people. Examples may include but are not limited to: perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples.
5 – U2.3.4	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)	Describe the development of the emerging labor force in the colonies. Examples may include but are not limited to: cash-crop farming, slavery, indentured servants.
5 – U2.3.5	Make generalizations about the reasons for regional differences in colonial America. (<i>National Geography Standard 6, p. 154</i>)	Make generalizations about the reasons for regional differences in colonial America.

U3 USHG ERA 3 REVOLUTION AND THE NEW NATION (1754 - 1800)

Individually and collaboratively, students will engage in planned inquiries to investigate the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

U3.1 Causes of the American Revolution

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

Standard	2007	2019
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, and colonial dissatisfaction with the new policy. (<i>National Geography Standard 13 p. 169 C, E</i>)	Describe how the French and Indian War affected British policy toward the colonies and colonial dissatisfaction with the new policy.
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.	Describe the causes and effects of events such as the Stamp Act, the Boston Tea Party, the Intolerable Acts, and the Boston Massacre.
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).	Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government). Examples may include but are not limited to: the Boston Tea Party, quartering of soldiers, writs of assistance, the closing of colonial legislatures.
5 – U3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)	Describe the role of the First and Second Continental Congresses in unifying the colonies. Examples may include but are not limited to: addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation.
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)	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.
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.	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	Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.

Standard	2007	2019
	the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)	Examples may include but are not limited to: Mayflower Compact, House of Burgesses and town meetings; The Iroquois Confederacy; protecting individual rights and promoting the common good, natural rights, limited government, representative government.
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.	Identify problem issues that people in the colonies faced, 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.

Standard	2007	2019
5 – U3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (<i>National Geography Standard 4, p. 150, E</i>)	Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.
5 – U3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.	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, and France in helping shape the outcome of the war.	Compare the role of women, African Americans, 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). (<i>National Geography Standard 13, p. 169, C</i>)	Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).

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.

Standard	2007	2019
5 – U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation. (C)	Describe the powers of the national government and state governments under the Articles of Confederation.

Standard	2007	2019
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). (<i>National Geography Standard 13, p. 169, C</i>)	Give examples of problems the country faced under the Articles of Confederation. Examples may include but are not limited to: lack of national army, competing currencies, reliance on state governments for money.
5 – U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written. (C)	Explain why the Constitutional Convention was convened and why the Constitution was written.
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). (<i>National Geography Standard 9, p. 160, C</i>)	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution. Examples may include but are not limited to: Great Compromise, Three-Fifths Compromise.
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)	Give reasons why the Framers wanted to limit the power of government, and to whom those rights were granted. Examples may include but are not limited to: fear of a strong executive, representative government, and the importance of individual rights.
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)	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution. Examples may include but are not limited to: the 10th Amendment, enumerated powers, reserved powers.
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)	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.
5 – U3.3.8	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (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.

Standard	2007	2019
5 – P3.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	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.	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.	Give examples of how conflicts over democratic values lead people to differ on contemporary Constitutional issues in the United States.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

Standard	2007	2019
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.	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 Civic Participation

Act constructively to further the public good.

Standard	2007	2019
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.	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.	Participate in projects to help or inform others.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE SIX

HISTORY

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

H1.1 Temporal Thinking

Standard	2007	2019
6 – H1.1.1	Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.	N/A
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).	N/A

H1.2 Historical Inquiry and Analysis

Standard	2007	2019
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).	N/A
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.	N/A
6 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	N/A
6 – H1.2.4	Compare and evaluate competing historical perspectives about the past based on proof.	N/A
6 – H1.2.5	Identify the role of the individual in history and the significance of one person's ideas.	N/A

H1.4 Historical Understanding

Standard	2007	2019
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).	N/A
6 – H1.4.2	Describe and use themes of history to study patterns of change and continuity.	N/A
6 – H1.4.3	Use historical perspective to analyze global issues faced by humans long ago and today	N/A

W1 WHG ERA 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.**W1.1 Peopling of the Earth**

Standard	2007	2019
6 – W1.1.1	Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).	N/A
6 – W1.1.2	Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).	N/A

W1.2 Agricultural Revolution

Standard	2007	2019
6 – W1.2.1	Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).	N/A
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).	N/A
6 – W1.2.3	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).	N/A

W2 WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.

W2.1 Early Civilizations and Early Pastoral Societies

Standard	2007	2019
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.	N/A
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).	N/A
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).	N/A
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).	N/A

W3 WHG ERA 3 – CLASSICAL TRADITIONS AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.

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

Standard	2007	2019
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.	N/A
6 – W3.1.2	Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).	N/A
6 – W3.1.3	Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.	N/A
6 – W3.1.4	Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.	N/A

Standard	2007	2019
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).	N/A

GEOGRAPHY

G1 The World in Spatial Terms: Geographical Habits of Mind

The use of technology has dramatically enhanced the ability of teachers and students to see the world in different ways. Geo-spatial technology includes geographic information systems (GIS), remote sensing, Global Positioning Systems (GPS) and the ability to look at places all around the world has allowed students to do geography, not just learn it.

Learning how to use technology is only part of learning to think spatially. Geographically literate people; know about our complex interconnected world; understand science and social science concepts; use maps, data and geo-spatial technologies; and use spatial reasoning. Spatial reasoning involves looking at patterns, analyzing connections between places, understanding how the conditions at one place can be similar or very different from another, trying to understand how location is important, and seeing why some characteristics tend to occur together in places.

Geographers also look at the world with an ecological perspective. What are the relationships within ecosystems, and what role do humans have in using, modifying, and adapting to different environments from a local to global scale?

G1.1 Spatial Thinking

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

Standard	2007	2019
6 – G1.1.1	Describe how geographers use mapping to represent places and natural and human phenomena in the world.	Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales. Examples may include but are not limited to: looking for the significance of location, making comparisons among places and regions, identifying spatial patterns and comparing patterns, exploring how places and people are connected as well as how people are part of, use, and impact the environment. Spatial analysis can also involve looking at an issue at different scales in order to provide different insights.

Standard	2007	2019
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).	Draw a sketch map, or add information to an outline map, of the world or a world region. Examples may include but are not limited to: locate on a world map: United States, North and South America, Africa, Europe, and Asia; continents; oceans; latitude lines – Equator, Prime Meridian, tropics of Cancer and Capricorn; Arctic and Antarctic circles using Geographic Information Systems (GIS), drawing, or web-based programs.

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 environments, in their communities and 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.

Standard	2007	2019
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 (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 cultural perspectives of the Earth and new knowledge based on science and modern technology.	Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers. Examples may include but are not limited to: different countries may label disputed territories differently, remote sensing images provide information not visible to humans.
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.	Use, 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), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions	Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions. Examples may include but are not limited to: pictures, aerial photos, and remote sensing images.

Standard	2007	2019
6 – 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 Western Hemisphere to answer geographic questions.	Locate and use information from GIS and satellite remote sensing to answer geographic questions. Examples may include but are not limited to: Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.
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. Examples may include but are not limited to: how natural characteristics are associated with sparse population densities, how different combinations of natural and human factors lead to different densities, and why major cities are located where they are.

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.

Standard	2007	2019
6 – G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.	Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth. Examples may include but are not limited to: <ul style="list-style-type: none"> • “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 area
6 – G1.3.2	Explain the locations and distributions of physical and human characteristics of	Explain the different ways in which places are connected and how those

Standard	2007	2019
	Earth by using knowledge of spatial patterns.	connections demonstrate interdependence and accessibility.
6 – G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	N/A

G2 Places and Regions

Describe the cultural groups and diversities among people who 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.

Standard	2007	2019
6 – G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.	Locate and describe the basic patterns of landforms. Examples include but are not limited to: patterns at continental scale or larger.
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.	Locate and describe the basic patterns and processes of plate tectonics. Examples may include but are not limited to: the location of continental plates and the Ring of Fire. Processes include plate movement, uplift, earthquakes, and volcanism.
6 – G2.1.3	N/A	Locate and describe the characteristics and patterns of major world climates and ecosystems. Examples may include but are not limited to: tropical wet and tropical wet-dry, arid and semi-arid, sub-tropical, continental, and arctic climates. Ecosystems include tropical rain forest, savanna, grassland, desert, temperate and coniferous forests, tundra, oceans, and ice caps.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

Standard	2007	2019
6 – G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.

Standard	2007	2019
6 – G2.2.2	Explain that 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).	Explain how communities are affected positively or negatively by changes in technology. Examples may include but are not limited to: how changes in transportation and communication technology influence where people live, how changes in manufacturing influence where factories are located, and how changes in energy technology reduce or increase economic activity and environmental impact. Examples also include negative impacts on communities, such as job loss when a technology changes and economic activities move.
6 – G2.2.3	Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).	Explain how culture and experience influence people's perceptions of places and regions. Examples may include but are not limited to: how an immigrant and a resident 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 – G2.2.4	N/A	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.
6 – G2.2.5	N/A	Interpret a map(s) of the region to generalize about how human and natural factors have influenced the pattern of human activities. Examples may include but are not limited to: how physical features including mountains, rivers, coasts, deserts, and natural resources, as well as human factors such as political boundaries and accessibility, can affect community size and location. Additional examples might include how groups of people with different levels of economic or political power might choose or be restricted to different locations.

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.

Standard	2007	2019
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. Examples include but are not limited to: how latitude and elevation impact South American ecosystems, how latitude and seasons affect African ecosystems, and how climate change impacts ecosystems.
6 – G3.1.2		Explain the factors that cause different climate types.

G3.2 Ecosystems

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

Standard	2007	2019
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, 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, land-forms, location, and human activity. Examples may include but are not limited to: 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.
6 – G3.2.2	Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).	N/A

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.

Standard	2007	2019
6 – G4.1.1	Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).	Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and positive and negative consequences of the change. Examples may include but are not limited to: describing the spread of businesses such as fast food franchises, sports like karate or soccer, products like athletic shoes, languages like English, or diseases like the Zika virus.
6 – G4.1.2	N/A	Compare and contrast the gender roles assigned to men and women in different societies. Examples may include but are not limited to: how different religions and/or nations assign, expect, or require different roles for men and women, such as who can vote, own property, or hold office. Note that gender roles are culturally defined and vary widely. Within a culture, the majority of traditional roles have varying degrees of acceptance and change over time.
6 – G4.1.3	N/A	Describe cultures of the region being studied, including the major languages and religions.
6 – G4.1.4	N/A	Explain how culture influences the daily lives of people. Examples may include but are not limited to: how people make a living, raise families, and educate children in different cultures and communities.

G4.2 Technology Patterns and Networks

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

Standard	2007	2019
6 – 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., 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 electronic networks such as the Internet).	Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport people and products and spread ideas throughout the world. Examples may include but are not limited to: the advantages and disadvantages of trucks, trains, ships, and planes for transporting people and/or material; the advantages and disadvantages of print, radio, television, the Internet, and social media for moving information.

G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

Standard	2007	2019
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, as well as how modifications sometimes have negative/unintended consequences. Examples may include but are not limited to: recovering land in the Netherlands, irrigating deserts or clearing forests for agriculture, and using air conditioning in the southern United States. A technology example might be how irrigation technology changed farming in the Great Plains or how the Green Revolution changed farming in Asia.
6 – G4.3.2	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 megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).	Describe patterns of settlement and explain why people settle where they do and how people make their livings. Examples may include but are not limited to: coastal and river towns in the past and present, the location of mega-cities, and how people make their livings in different locations. Examples also include forced settlement and/or restrictions on resettlement.
6 – G4.3.3	N/A	Explain the patterns, causes, and consequences of major human migrations. Examples may include but are not limited to: refugee migrations, economic migrations, seasonal migration, and migrations from rural to urban.

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.

Standard	2007	2019
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).	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. Examples may include but are not limited to: cooperation between the U.S. and Canada to protect the fresh water of the Great Lakes, cooperation efforts to stop the spread of diseases among populations.

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 the 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 humans use and modify the environment.

Standard	2007	2019
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, resource use, level of consumption, and technology. Examples may include but are not limited to: how population pressure impacts deforestation in Brazil, how higher standards of living increase pollution in China, how the use of plastics in the U.S. can impact water resources, and how use of fossil fuels leads to climate change.

Standard	2007	2019
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 the Kentucky and West Virginia).	Explain how different technologies can have positive and negative impacts on the environment. Examples may include but are not limited to the following: energy examples include advantages and disadvantages of wind and solar power generation, as well as fracking and tar sands mining. Transportation examples might include road and rail transportation and expansion of cities. Agricultural examples might include terracing, deforestation, or the use of pesticides and herbicides.
6 – 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; building a dam floods land upstream and may permit irrigation in another region).	Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places. Examples include but are not limited to: how cutting forests in one region may result in flooding downstream; how plastic litter in the watershed leads to lake and ocean pollution; how over-fertilization and phosphate use can lead to changes in water quality; and how different factors lead to global climate change, which may impact regions differently.
6 – G5.1.4	N/A	Define natural resources and explain how people in different places use, define and acquire resources in different ways.

G5.2 Physical and Human Systems

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

Standard	2007	2019
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).	Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in responding to the change. Examples may include but are not limited to: how drought in Africa is leading to emigration, coral bleaching 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.

Standard	2007	2019
6– G5.2.2	N/A	Analyze how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster. Examples may include but are not limited to: how building in flood plains increases the likelihood of a natural disaster, and how the federal Soil Conservation Service works to prevent a natural disaster, such as the Dust Bowl.

G6 Global Issues

A global issue is one that has an impact affecting many regions of the world.

G6.1 Global Topic Investigation and Issue Analysis

Standard	2007	2019
6 – G6.1.1	<p>Contemporary Investigations – 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)</p> <p><i>Contemporary Investigation Topics</i></p> <p>Global Climate Change – Investigate the impact of global climate change and describe the significance for human/environment relationships.</p> <p>Globalization – Investigate the significance of globalization and describe its impact on international economic and political relationships.</p> <p>Migration – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.</p> <p>Human-Environmental Interactions – Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future.</p> <p>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.</p>	<p>Identify global issues.</p> <p>Examples may include but are not limited to: natural disasters, immigration, food production, food distribution, the impact of climate change, population growth, resource use and depletion, meeting the needs of refugees, migration, poverty, economic development, conflict, and terrorism.</p>

Standard	2007	2019
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)	Investigate a contemporary global issue by applying the skills of geographic inquiry. Examples may include but are not limited to: asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions when practical; using inquiry methods to acquire content knowledge and appropriate data about the issue; identifying the causes and consequences and analyze the impact, both positive and negative.
6 – G6.1.3	N/A	Develop a plan for action. <ul style="list-style-type: none"> • 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

CIVICS AND GOVERNMENT

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.

Standard	2007	2019
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 different ideas about the purposes of government in different nation-states or governments. Examples of purposes may include but are not limited to: protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion. Purposes may also include keeping an ethnic group or party in power. Governments may include those of nation-states, states such as the Palestinian State, and other governmental entities such as tribal governments.

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.

Standard	2007	2019
6 – 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 Western Hemisphere nations interact.	Define the characteristics of modern nation-states. Examples may include but are not limited to: a specific territory; clearly defined boundaries; citizens; collect taxes and provide services; jurisdiction over people who reside there; laws; and government.
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.	Compare and contrast various forms of government around the world. Examples may include but are not limited to: democracies, parliamentary systems, dictatorships, oligarchies, and theocracies.

C4 Relationship of United States to Other Governments, World Issues, and World Governing Organizations

Explain ways in which governments interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, military force and the threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

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

Standard	2007	2019
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 nation-states. Examples may include but are not limited to: national policies concerning migration, climate change, and human and civil rights. Within the United States, federal/tribal relations could be an example.
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).	Explain the challenges to governments and the cooperation needed to address international issues.

Standard	2007	2019
6 – C4.3.3	Give examples of how countries work together for 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. Examples may include but are not limited to: the North American Free Trade Agreement (NAFTA) or subsequent agreements, the North Atlantic Treaty Organization (NATO), the Organization of American States (OAS), the United Nations (UN), and the Paris Climate Accord.

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 or surpluses in the market economy.

Standard	2007	2019
6 – E1.1.1	Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).	Explain how incentives and disincentives in the market economy can change the decision-making process. Examples may include but are not limited to: acquiring money, profit, and goods; wanting to avoid loss of position in society; job placement; taxes on cigarettes to discourage smoking; raising prices to increase profit.

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.

Standard	2007	2019
6 – E2.3.1	Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.	Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies. Examples may include but are not limited to: implications of economic sanctions on all countries involved.

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 Systems

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

Standard	2007	2019
6 – E3.1.1	Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.	Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?
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).	Compare and contrast the economic and ecological costs and benefits of different kinds of energy production. Examples may include but are not limited to: oil, coal, natural gas, nuclear, biomass, solar, geothermal, wind, and the impact of each.
6 – E3.1.3	Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).	N/A

E3.3 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

Standard	2007	2019
6 – 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., compare United States and Cuba, or Venezuela and Jamaica.)	Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.
6 – E3.3.2	N/A	Diagram or map the flow of materials, labor, and capital used to produce a consumer product. Examples may include but are not limited to: global supply chain, computer production, automobile production.

Standard	2007	2019
6 – E.3.3.3	N/A	Explain how communication innovations have affected economic interactions and where and how people work. Examples may include but are not limited to: Internet-based home offices, international work teams, international companies, online shopping.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Global Issue, and Civic Participation

Standard	2007	2019
6 – P3.1.1	<p>Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p> <ul style="list-style-type: none"> 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. 	<p>Integrate Michigan Process and Skills Standards into a grade appropriate project. Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives, and generate and evaluate alternative resolutions. Identify public-policy issues related to global topics and issues studied.</p> <ul style="list-style-type: none"> Use Michigan Social Studies Process and Skills 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 a local, national or global scale

P4.2 Civic Participation

Act constructively to further the public good.

Standard	2007	2019
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.	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.	Engage in activities intended to contribute to solving the local, national or global issues studied.
6 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	Participate in projects to help or inform others.

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.

Standard	2007	2019
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. Examples may include but are not limited to: sundial; lunar solar; Gregorian calendar: BC/AD; contemporary secular: BCE/CE; Chinese; Hebrew; Islamic/Hijri.
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).	N/A

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

Standard	2007	2019
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).	Explain how historians use a variety of sources to explore the past. Examples may include but are not limited to: artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, and 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.	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. Examples may include but are not limited to: a wide range of Document-Based Questions are available to develop case studies appropriate to the era in both AfroEurasia and the Americas.
7 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	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 competing historical perspectives about the past based on proof.	Compare and evaluate differing historical perspectives based on evidence.
7 – H1.2.5	Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.	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.	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.

Standard	2007	2019
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).	Describe and use cultural institutions to study an era and a region. Examples may include but are not limited to: political and economic institutions, religion and beliefs, science and technology, written language, education, and family structure.

Standard	2007	2019
7 – H1.4.2	Describe and use themes of history to study patterns of change and continuity.	Describe and use themes of history to study patterns of change and continuity. Examples may include but are not limited to: Several lists of history themes are available, including: SPEC (Social, political, economic, and cultural) the History for Us All themes (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).
7 – H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.	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.

Standard	2007	2019
7 – W1.1.1	Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.	Explain how and when human communities populated major regions of the world and adapted to a variety of environments.
7 – W1.1.2	Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.	Explain what archaeologists have learned about Paleolithic and Neolithic societies.

W1.2 Agricultural Revolution

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

Standard	2007	2019
7 – W1.2.1	N/A	Describe the transition from hunter-gatherers to sedentary agriculture (domestication of plants and animals).
7 – W1.2.2	Explain 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 growth season).	Explain the importance of the natural environment in the development of agricultural settlements in different locations. Examples may include but are not limited to: the importance of available water for irrigation, adequate precipitation, fertile soil, locally available plants and animals, and adequate growing seasons.

Standard	2007	2019
7 – W1.2.3	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter-gatherer societies).
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).	N/A

W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 To 1000 BCE/BC and Western Hemisphere 4000 BCE/BC To 1500 CE/AD

Describe and compare defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread. This era includes civilizations in AfroEurasia from 4000 to 1000 BCE/BC as well as cultures in developing in the Western Hemisphere from 4000 BCE/BC into Eras 3 and 4 so teachers can compare early civilizations around the globe.

W2.1 Early Civilizations and Major Empires

Analyze early civilizations and pastoral societies.

Standard	2007	2019
7 – W2.1.1	Describe the importance of the development of human language, oral and written, and its relationship to the development of culture <ul style="list-style-type: none"> • verbal vocalizations • standardization of physical (rock, bird) and abstract (love, fear) words • pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions) 	Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture. Examples may include but are not limited to: standardization of physical (rock, bird) and abstract (love, fear) words. In addition, examples may include forms of non-verbal communication from pictographs to abstract writing (governmental administration, laws, codes, history, and artistic expressions).
7 – W2.1.2	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).	Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).
7 – W2.1.3	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).	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. Examples may include but are not limited to: the Tigris and Euphrates, Huang He, Nile, Indus, and Mississippi rivers.

Standard	2007	2019
7 – W2.1.4	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).	Examine early civilizations to describe their common features, including environment, economies, and social institutions. Examples may include but are not limited to: the Nile, Tigris/Euphrates, and Indus river civilizations in deserts, and Huang He and Mississippi river valley civilizations, and Mesoamerican and Andean civilizations. Topics might include ways of governing, stable food supplies, economic and social structures, use of resources and technology, division of labor, and forms of communication.
7 – W2.1.5	Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.	Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another. Examples may include but are not limited to: the spread of iron; agriculture; and cultural changes associated with permanent settlements. Cultural diffusion involves identifying the innovation, how it is being spread, who the adopters are, and the intended or unintended consequences of the innovation.
7 – W2.1.6	N/A	Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

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 the emergence of classical civilizations in Africa, Eurasia, and the Americas. Africa and Eurasia moved in the direction of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Similar interactions occurred in the Americas. 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.

Standard	2007	2019
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).	Describe the characteristics that classical civilizations share. Examples may include but are not limited to: institutions, cultural styles, and 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.	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.
7 – W3.1.3	Compare and contrast the defining characteristics of a city-state, civilization, and empire.	Compare and contrast the defining characteristics of a city-state, civilization, and empire.
7 – W3.1.4	Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.	Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
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	Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.
7 – W3.1.6	Use historic and modern maps to locate and describe trade networks among empires in the classical era.	Use historic and modern maps to locate and describe trade networks linking empires in the classical era. Examples may include but are not limited to: the early Silk Road.
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).	Use a case study to describe how trade integrated cultures and influenced the economy within empires. Examples may include but are not limited to: Assyrian and Persian Empires, Egypt and Nubia/Kush, Phoenician and Greek networks, early Silk Road, Mesoamerican and Andean Empires.

Standard	2007	2019
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).	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires. Examples may include but are not limited to: the Chin and Han Dynasties, the Mauryan Empire, Egypt, Greek city-states, the Roman Empire, as well as the Aztec, Mayan, and Incan Empires.
7 – W3.1.9	Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.	Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires. Examples may include but are not limited to: Mesopotamian Empires: cuneiform, Code of Hammurabi; Indian Empires: Sanskrit; Nile River Empires: hieroglyphs; Chinese Empire: character writing, belief system of Confucianism, Daoism, Legalism; American Empires: Incan knot language, Mayan codices.
7 – W3.1.10	Create a time line that illustrates the rise and fall of classical empires during the classical period.	Create a time line that illustrates the rise and fall of classical empires during the classical period.
7 – W3.1.11	N/A	Explain the role of economics in shaping the development of classical civilizations and empires. Examples may include but are not limited to: 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 Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam grew and their significance. (Islam is included here even though it came after 300 CE/AD). The world's major faiths and ethical systems emerged, establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

Standard	2007	2019
7 – W3.2.1	Identify and describe the beliefs of the five major world religions.	Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.
7 – W3.2.2	Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.	Locate the geographical center of major religions and map the spread through the 3rd century CE/AD.
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. (National Geography Standard 6, p. 73)	N/A

W4 WHG Era 4 – Bridge to Era 4 - Case Studies from Three Continents

Case studies from Europe, Africa, and the Americas are intended to set the stage for Integrated United States History in Grade 8.

Standard	2007	2019
7 – W4.1.1	N/A	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. Examples may include but are not limited to: the fall of Rome, collapse of the Mayans, demise of Incan Empire.
7 – W4.1.2	N/A	Africa to 1500 – use a case study to describe how trade integrated cultures and influenced the economy within early African empires. Examples may include but are not limited to: comparing characteristics of Aksum, Ghana, Mali, or Songhai civilizations; or interpreting maps of the Trans-Saharan trade in gold and salt.
7 – W4.1.3	N/A	North America to 1500 – Use a case study to describe the culture and economy of an indigenous people in North America prior to 1500. Examples may include but are not limited to: Iroquois and Anishinaabek in the northeast and mid-west, the Cherokee in the southeast, the Lakota in the Great Plains, and the Navaho in the southwest as well as the Aztec in Mexico.

G1 The World in Spatial Terms

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer questions about relationships between peoples, cultures, and their environments, and interaction among places and cultures within the era under study.

Standard	2007	2019
7 – G1.1.1	Explain and use a variety of maps, globes, and web-based geography technology to study the world, including global, interregional, regional, and local scales.	N/A
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).	N/A
7 – G1.2.1	Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.	Use a variety of geographic tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze the what is happening at different times in different locations. Examples may include but are not limited to: using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology, and language environments, or investigating how goods and services flowed in the Roman Empire.
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.	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 geographic problem or issue. Examples may include but are not limited to: analyzing the natural and human factors that limited the extent of the Roman Empire.
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.	Use, interpret, and create maps and graphs representing places and regions in the era being studied. Examples include but are not limited to: using and interpreting maps in historical atlases, creating hand-drawn maps, and using basic GIS.

Standard	2007	2019
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.	Locate and use information from maps and GIS to answer geographic questions on the era and region being studied. Examples may include but are not limited to: Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.
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.	N/A
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.	N/A

G3 Investigation and Analysis

Throughout the school year, the students are introduced to topics that address issues that integrate time and place. Included are capstone projects that entail the investigation of historical 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.

Standard	2007	2019
7 – G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.	N/A
7 – G1.3.2	Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.	N/A
7 – G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	N/A

Standard	2007	2019
7 – G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.	N/A
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.	N/A

Standard	2007	2019
7 – G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	N/A
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).	N/A
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).	N/A

Standard	2007	2019
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).	Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action. Era 1 Examples may include but are not limited to: population growth and resources (investigate how population growth affects resource availability); migration (the significance of migrations of peoples and the resulting benefits and challenges). Era 2 Examples may include but are not limited to: agriculture (investigate the development of different forms of early or contemporary agriculture and its role in helping societies produce enough food for

Standard	2007	2019
		people, and the consequences of agriculture. Era 3 Examples may include but are not limited to: trade (investigate the impact of trade and trade routes on civilizations) or power (analyze common factors that influence the rise and fall of empires).

Standard	2007	2019
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).	N/A
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).	N/A

G4 Human Systems

In each era, the language and perspective of geography can help students understand the past and make comparisons with the present.

Standard	2007	2019
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).	N/A
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.	N/A

G4.2 Technology Patterns and Networks

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

Standard	2007	2019
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).	Identify and describe the advantages, disadvantages, and impact of different technologies used to transport products and ideas in the era being studied. Examples may include but are not limited to: the development of the wheel, different sail, boat, and navigation technologies, road building technologies in the Incan and Roman Empires, and the use of horses in different cultures.

G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

Standard	2007	2019
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).	Explain how people in the past have modified the environment and used technology to make places more suitable for humans. Examples may include but are not limited to: agricultural technologies including irrigation.
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).	Describe patterns of settlement and explain why people settled where they did. Examples may include but are not limited to: Areas appropriate for hunter-gatherers or farmers, coastal and/or river towns located for trade, or mountain towns for defense.
7 – G4.3.3	N/A	Explain the patterns, causes, and consequences of major human migrations. Examples may include but are not limited to: early human migration around the world, seasonal migration of pastoral people, and forced migration as a result of war or environmental problems.

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.

Standard	2007	2019
7 – G4.4.1	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).	Identify factors that contribute to conflict and cooperation between and among cultural groups. Examples may include but are not limited to: conflict over natural resources, trade routes, or wealth.
7 – G4.4.2	Describe examples of cooperation and conflict within the 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 such as a multi-lingual population).	Describe examples of cooperation and conflict in the era being studied. Examples may include but are not limited to: conflict among Greek states and the Persian Empire or the expansion of the Roman Empire and the later invasions into the Roman Empire. Examples of cooperation through trade/peaceful co-existence include the development or early exchange routes between Europe and Asia and Africa.

G5 ENVIRONMENT AND SOCIETY

Explain how humans used, adapted to, and modified the environment in the era studied.

Standard	2007	2019
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).	Describe examples of how humans modified the environment in the era being studied. Examples may include but are not limited to: how hunter-gatherers, farmers, and pastoral nomads may have used and adapted to different environments in different ways.
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).	Explain how different technologies were used in the era being studied. Examples may include but are not limited to: irrigation in major river valley civilizations, island creation among the Aztecs, Iron technology in Africa, silk and pottery technology in China.

Standard	2007	2019
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).	Explain how people defined and used natural resources in the era being studied.

G5.2 Physical and Human Systems

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

Standard	2007	2019
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).	N/A

G3 GLOBAL TOPIC INVESTIGATION AND ANALYSIS

G6.1 Public Discourse, Decision Making, and Civic Participation (P3, P4)

Standard	2007	2019
7 – G6.1.1	Contemporary Investigations – 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)	N/A
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)	N/A

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

Standard	2007	2019
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.	N/A

C3.6 Characteristics of Nation-States

Standard	2007	2019
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.	N/A

C4.3 Conflict and Cooperation Between and Among Nations

Standard	2007	2019
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).	N/A
7 – C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).	N/A
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)).	N/A

E1.1 Individual, Business, and Government Choices

Standard	2007	2019
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)	N/A
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).	N/A

E2.3 Role of Government

Standard	2007	2019
7 – E2.3.1	Explain how national governments make decisions that 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).	N/A

E3.1 Economic Interdependence

Standard	2007	2019
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).	N/A
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).	N/A
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.	N/A

Standard	2007	2019
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).	N/A

E3.3 Economic Systems

Standard	2007	2019
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).	N/A

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P2, P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication about a Public Issue, and Civic Participation

Standard	2007	2019
7 – P3.1.1	<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>Clearly state an issue as a question or public policy in contemporary or historical context, or as a contemporary/historical comparison. 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.</p> <ul style="list-style-type: none"> 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

Standard	2007	2019
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 different scales

P4.2 Civic Participation

Act constructively to further the public good.

Standard	2007	2019
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.	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.	Engage in activities intended to contribute to solving a national or international problem studied. Examples may include but are not limited to: service learning projects.
7 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	Participate in projects to help or inform others.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE EIGHT

FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY ERAS 1-2

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 United States history that begins with the development of the United States 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

- colonial ideas about government
- experiences with self-government

Examples may include but are not limited to: limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights, House of Burgesses and town meetings, changing interactions with the royal government of Great Britain after the French and Indian War.

F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing:

- colonists' views of government
- their reasons for separating from Great Britain

F1.3 Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of:

- establishment of an independent republican government
- creation of the Articles of Confederation
- changing views on freedom and equality
- concerns over the distribution of power within governments, between government and the governed, and among people

U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION

Individually and collaboratively, students will engage in planned inquiries to analyze the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system.

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 asks for explanation and analysis at a higher level than expected in Grade 5. They are included here to support an in-depth discussion of the historical and philosophical origins of constitutional government in the United States.

Standard	2007	2019
8 – U3.3.1	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). (C2)	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. Examples may include but are not limited to: why its drafters created a weak central government, challenges the nation faced under the Articles, Shay's Rebellion, conflicts over western lands.
8 – U3.3.2	Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)	Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.
8 – U3.3.3	Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.	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, the election of the executive, and the enslavement of Africans as a regional and federal issue.

Standard	2007	2019
8 – U3.3.4	Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.	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 Peoples.
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. (C2) (National Geography Standard 3, p. 148)	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.
8 – U3.3.6	Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)	Explain how the Bill of Rights reflected the concept of limited government, protection of basic freedoms, and the fear among many Americans of a strong central government.
8 – U3.3.7	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 ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)	Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. Examples may include but are not limited to: the Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers

U4 USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

Individually and collaboratively, students will engage in planned inquiries to investigate the territorial expansion of the United States between 1801-1861, how the Industrial Revolution, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions, and the sources and character of cultural, religious, and social reform movements during the antebellum period.

U4.1 Challenges to an Emerging Nation

Analyze the challenges the new federal government faced and the roles of political and social leaders in meeting those challenges.

Standard	2007	2019
8 – U4.1.1	Washington's Farewell – Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington's advice. (C4)	Washington's Farewell – use President George Washington's farewell address to analyze Washington's perspective on the most significant challenges the new nation faced. Examples may include but are not limited to: deciding if and when to get involved in foreign conflicts, the risk of political factions, establishing the limits of executive power.
8 – U4.1.2	Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing 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. 169)	Establishing America's Place in the World – assess the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties. Examples may include but are not limited to: Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, and the Monroe Doctrine.
8 – U4.1.3	Challenge of Political Conflict – Explain how political parties 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 <ul style="list-style-type: none"> • relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) (C3) (National Geography Standard 13, p. 169) • foreign relations (e.g., French Revolution, relations with Great Britain) (C3) (National Geography Standard 13, p. 169) • economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2) 	Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies. Examples may include but are not limited to: examine 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, the Whiskey Rebellion, Alien and Sedition Acts, foreign relations, economic policy, the creation of a national bank, assumption of revolutionary debt.

Standard	2007	2019
8 – U4.1.4	Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., <i>McCulloch v. Maryland</i> , <i>Dartmouth College v. Woodward</i> , <i>Gibbons v. Ogden</i>). (C3, E1.4, 2.2)	Establishing a National Judiciary and its Power – use <i>Marbury v. Madison</i> to explain the development of the power of the Supreme Court through the doctrine of judicial review. Examples may include but are not limited to: <i>McCulloch v. Maryland</i> , <i>Dartmouth College v. Woodward</i> , <i>Gibbons v. Ogden</i> .

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.

Standard	2007	2019
8 – U4.2.1	<p>Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of</p> <ul style="list-style-type: none"> • 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 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 	<p>Comparing the Northeast and the South – compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and the development of:</p> <ul style="list-style-type: none"> • agriculture, including changes in productivity, technology, supply and demand, and price • industry, including the entrepreneurial development of new industries, such as textiles • the labor force, including labor incentives and changes in labor forces • transportation, including changes in transportation (steamboats and canal barges) and the impact on economic markets and prices • immigration and the growth of nativism • race relations • class relations
8 – U4.2.2	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.	The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.

Standard	2007	2019
8 – U4.2.3	Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (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) (National Geography Standard 6, p. 154)	Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their native lands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. Examples may include but are not limited to: the Trail of Tears, the 19th century removal of Anishnaabek communities in Michigan, the Treaty of Chicago (1833), the Treaty of Fort Wayne (1809).
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, the institution of slavery, and the relations between free and slaveholding states. (C2) (National Geography Standard 13, p. 169)	Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.

U4.3 Reform Movements

Analyze the growth of antebellum American reform movements.

Standard	2007	2019
8 – U4.3.1	Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education. (C2)	Explain the origins of the American education system. Examples may include but are not limited to: Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.
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) (National Geography Standard 6, p. 154)	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement. Examples may include but are not limited to: John Brown and the armed resistance, Harriet Tubman, the Underground Railroad, Sojourner Truth, Maria Stewart, William Lloyd Garrison, and Frederick Douglass.

Standard	2007	2019
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 with the Declaration of Independence. (C2)	Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence. Examples may include but are not limited to: Susan B. Anthony, Elizabeth Cady Stanton; the Declaration of Sentiments, Elizabeth Cady Stanton's Address on Women's Rights (September 1848).
8 – U4.3.4	Analyze the goals and effects of the antebellum temperance movement. (C2)	Analyze the goals and effects of antebellum temperance.
8 – U4.3.5	Evaluate the role of religion in shaping antebellum reform movements. (C2)	Investigate the role of religion in shaping antebellum reform movements. Examples may include but are not limited to: differences in beliefs by different denominations of Christianity.

U5 USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

Individually and collaboratively, students will engage in planned inquiries to understand the causes, course, and character of the Civil War and its effects on people, as well as how various Reconstruction plans succeeded or failed.

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.

Standard	2007	2019
8 – U5.1.1	Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)	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 people.
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)	Describe the impact of the Northwest Ordinance on the expansion of slavery. Examples may include but are not limited to: the establishment of free states, including Michigan, as a result of the Northwest Ordinance.
8 – U5.1.3	Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)	Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states. Examples may include but are not limited to: sectionalism, nationalism, federalism, state rights.

Standard	2007	2019
8 – U5.1.4	Describe how the following increased sectional tensions <ul style="list-style-type: none"> 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) (<i>National Geography Standard 13, p. 169</i>) 	Draw conclusions about why the following increased sectional tensions: <ul style="list-style-type: none"> 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 Examples may include but are not limited to: the death of the Whig party, rise of the Republican party, and division of the Democratic party.
8 – U5.1.5	Describe the resistance of enslaved people (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)	Describe the resistance of enslaved persons and effects of their actions before and during the Civil War. <p>Examples may include but are not limited to: Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad.</p>
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) (<i>National Geography Standard 13, p. 169</i>)	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, the election of the executive, and slavery, help explain the Civil War.

U5.2 Civil War

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

Standard	2007	2019
8 – U5.2.1	Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2) (<i>National Geography Standard 6, p. 154</i>)	Discuss the social, political, economic, and cultural reasons for secession.

Standard	2007	2019
8 – U5.2.2	<p>Make an argument to explain the reasons why the North won the Civil War by considering the</p> <ul style="list-style-type: none"> critical events and battles in the war the political and military leadership of the North and South the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (National Geography Standard 15, p. 173) 	<p>Make an argument to explain the reasons why the North won the Civil War by considering the following:</p> <ul style="list-style-type: none"> critical events and battles in the war the political and military leadership of the North and South respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological
8 – U5.2.3	<p>Examine Abraham Lincoln's presidency with respect to</p> <ul style="list-style-type: none"> his military and political leadership the evolution of his emancipation policy (including the Emancipation Proclamation) and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2) 	<p>Examine Abraham Lincoln's presidency with respect to:</p> <ul style="list-style-type: none"> 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
8 – U5.2.4	<p>Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.</p>	<p>Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people.</p>
8 – U5.2.5	<p>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. (National Geography Standard 14, p. 171)</p>	<p>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.</p>

U5.3 Reconstruction

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

Standard	2007	2019
8 – U5.3.1	<p>Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.</p>	<p>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.</p>

Standard	2007	2019
8 – U5.3.2	Describe the early responses to the end of the Civil War by describing the <ul style="list-style-type: none"> • 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) 	Describe the early responses to the end of the Civil War by describing: <ul style="list-style-type: none"> • the policies of the Freedmen's Bureau • the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes
8 – U5.3.3	Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5) (National Geography Standard 10, p. 162)	Describe the new role of African Americans in local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan.
8 – U5.3.4	Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.	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 in 1877 and describe its impact on Americans.	Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans.

U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898.

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 the last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th century. This era will be addressed in-depth and with greater intellectual sophistication in the high school United History and Geography content expectations.

Standard	2007	2019
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 <ul style="list-style-type: none"> • 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 	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: <ul style="list-style-type: none"> • territory • population • systems of transportation • governmental policies promoting economic development • economic change • the treatment of African Americans • the policies toward Indigenous Peoples <p>Examples may include but are not limited to:</p>

Standard	2007	2019
	<p>Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (National Geography Standard 11, p. 164)</p> <ul style="list-style-type: none"> • 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) 	<p>Territory: the size of the United States and land use.</p> <p>Population: immigration, reaction to immigrants, the changing demographic structure of rural and urban America.</p> <p>Systems of transportation: canals, railroads, etc.</p> <p>Governmental policies: promoting economic development, tariffs, banking, land grants, mineral rights, the Homestead Act.</p> <p>Economic change: industrialization, increased global competition, the impact of conditions of farmers and industrial workers.</p> <p>Policies toward African Americans: the rise of segregation as endorsed by the Supreme Court decision in Plessy v. Ferguson, the response of African Americans.</p> <p>Policies toward Indigenous Peoples: the Dawes Act of 1887, the response of Indigenous Peoples.</p>

U6.2 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 U.S. today.

Standard	2007	2019
8 – U6.2.1	<p>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 (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. (National Geography Standards 9 and 10, pp. 160 and 162)</p>	<p>United States History Investigation Topic and Issue Analysis, Past and Present – use historical perspectives to analyze issues in the U.S. 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 (National Geography Standards 9 and 10, pp. 160 and 162).</p> <p>Examples of Investigation Topics and Questions (and examples from U.S. history):</p> <p>Balance of Power – how has the nation addressed tensions between state and</p>

Standard	2007	2019
		<p>federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states' rights issues, secession, others).</p> <p>Liberty versus Security – how has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War).</p> <p>The Government and Social Change – how have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women's movement, Reconstruction policies).</p> <p>Movement of People – how has the nation addressed the movement of people into and within the United States? (e.g., Indigenous Peoples, immigrants).</p>

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

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

Standard	2007	2019
8 – P3.1.1	<p>Identify, research, analyze, discuss, and defend a position on a national public policy issue.</p> <ul style="list-style-type: none"> • 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 	<p>Identify, research, analyze, discuss, and defend a position on a national public-policy issue.</p> <ul style="list-style-type: none"> • 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 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

Standard	2007	2019
		<ul style="list-style-type: none"> develop an action plan to address or inform others about the issue

P4.2 Civic Participation

Act constructively to further the public good.

Standard	2007	2019
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.	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 solving a national or international problem studied.	Engage in activities intended to contribute to solving a national or international problem studied.
8 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	Participate in projects to help or inform others.

MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES (9-12)

WORLD HISTORY AND GEOGRAPHY

Foundations of High School World History and Geography

How do world historians make sense of a global past? Why is geography and spatial reasoning important for understanding world history? These foundational expectations help students answer such questions and introduce them to the tools they will need to study world history. Individually and collaboratively, students can engage in planned inquiries to:

F1 World Historical and Geographical Inquiry and Literacy Practices

Explain and use disciplinary processes and tools from world history. These processes and tools include but are not limited to:

- framing questions to guide inquiry
- determining historical significance
- applying concepts of change over time, continuity, and multiple causes and consequences
- contextualizing evidence and historical phenomena under study
- explaining and applying different periodization schemes
- using and connecting different spatial frames (examples may include but are not limited to global, interregional, regional)
- recognizing that perspectives are shaped by different experiences across time and space
- sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital)
- analyzing maps and graphs to understand large-scale movement, trends, and patterns
- using spatial reasoning to evaluate the role of human-environment interactions in history
- comparing and contrasting physical, political, economic, and cultural characteristics across time and space

WHG ERA 4: Expanding and Intensified Hemispheric Interactions, 300 TO 1500 C.E./A.D.

How do religion and philosophy shape the development of societies? How does trade affect culture? Prior to the great global convergence, how did the worldviews of people in Afro-Eurasia compare with the worldviews of people in the Americas? These Era 4 expectations help students answer such questions and provide a context for the emergence of the first global age in Era 5. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries to:

4.1 Global or Cross-Temporal Expectations

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

Standard	2007	2019
4.1.1	Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)	Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions. Examples may include but are not limited to: increasing trade between Islam and Christianity; the Crusades; tensions between Catholic and Orthodox Christianity; the influence of Islam and Christianity on African culture; influences of Islam and Hinduism in South Asia.
4.1.2	World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <ul style="list-style-type: none"> • 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) 	Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies. Examples may include but are not limited to: trans-Saharan trading in gold and salt; intensification of trade around the Indian Ocean; increasing trade and the growth of towns and cities in western Europe; the spread of the plague and significance of its consequences; networks of exchange in North, Central, and South America.
4.1.3	Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including <ul style="list-style-type: none"> • 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) 	N/A

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.

Standard	2007	2019
4.2.1	<p>Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including</p> <ul style="list-style-type: none"> • The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society • diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi • role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia • the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity (National Geography Standard 10, p. 203) 	<p>Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.</p> <p>Examples may include but are not limited to: investigating geographic extent of Muslim empires; the artistic, scientific, technological, and economic features that developed in Muslim society through cultural interactions and exchanges; diverse religious traditions of Islam; the cultural, political, and economic influence of Dar-al-Islam in Afro-Eurasia; the caliphate as both a religious and political institution.</p>
4.2.2	<p>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)</p>	<p>Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire's disintegration.</p> <p>Examples may include but are not limited to: investigating geographic patterns of Mongol conquest and expansion; characteristics and consequences of the Pax Mongolica; revival of long-distance trading networks between China and the Mediterranean world.</p>
4.2.3	<p>The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (National Geography Standard 15, p. 215)</p>	<p>Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.</p> <p>Examples may include but are not limited to: case studies of the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland; the role of the environment in shaping different societies; goods exchanged between societies; shifting power and influence of groups in each region.</p>

4.3 Regional Expectations

Standard	2007	2019
4.3.1	<p>Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by</p> <ul style="list-style-type: none"> • comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (National Geography Standard 12, p. 208) • using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p. 201) • analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Geography Standard 11, p. 206) • analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190) • analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203) 	N/A
4.3.2	<p>The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (National Geography Standard 10, p. 203)</p>	N/A
4.3.3	<p>China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic</p>	N/A

Standard	2007	2019
	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	<p>The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including</p> <ul style="list-style-type: none"> • the rise and decline of the Byzantine Empire • the region's unique spatial location • the region's political, economic, and religious transformations emerging tensions between East and West (National Geography Standard 3, p. 188) 	N/A
4.3.5	<p>Western Europe to 1500 – Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including</p> <ul style="list-style-type: none"> • 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 	N/A

WHG ERA 5: The Emergence of the First Global Age, 15th to 18th Centuries

What happens when separate “worlds” converge? Did the world become a better place to live because of the global convergence? Why did some societies emerge with more power, and others with less? In Era 5, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries to:

5.1 Global or Cross-Temporal 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.

Standard	2007	2019
5.1.1	Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (National Geography Standard 11, p. 207)	Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era. Examples may include but are not limited to: investigating the influence of mercantilism and capitalism; the role of sugar and silver in the global economy; movement of people, commodities, and ideas across the Atlantic basin; rising nationalism, militarism, and absolutism; emergence of European maritime power in Asia and land control in the Americas.
5.1.2	World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (National Geography Standard 9, pg. 202)	Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems. Examples may include but are not limited to: investigating the expulsion of Muslims and Jews from Spain; Christianity to the Americas, and Islam to Southeast Asia; cases of religious syncretism (blending of beliefs and traditions), such as Sikhism; Buddhism’s growth in East and Southeast Asia; Taoist and Confucianist political influences; continuity of local, indigenous beliefs throughout the world.

5.2 Interregional or Comparative Expectations

Evaluate the impact of the global convergence on interregional developments and interactions in various contexts.

Standard	2007	2019
5.2.1	European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by	Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest. Examples may include but are not limited to: investigating the near-elimination of indigenous civilizations and peoples in the

Standard	2007	2019
	<p>describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries (National Geography Standard 11, p. 206)</p> <p>explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) (National Geography Standard 14, p. 212)</p>	<p>Americas; diet and population changes in Africa, Asia, and Europe; social stratification of peninsulares, creoles, mestizos, slaves, and Indigenous Peoples; ecological impact of exchanges of flora and fauna across the Atlantic.</p>
5.2.2	<p>Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by</p> <ul style="list-style-type: none"> • using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage (National Geography Standard 11, p. 206) • comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5; 5.3.6) (See 4.3.1) 	<p>The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.</p>
5.2.3	N/A	<p>Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes. Examples may include but are not limited to: case studies of political, economic, and cultural transformations in the Ottoman, Mughal, Safavid, Songhai, and Russian Empires, Ming and Qing Dynasties, and/or Tokugawa Shogunate.</p>

5.3 Regional Content Expectations

Standard	2007	2019
5.3.1	<p>Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by</p> <ul style="list-style-type: none"> • 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 	N/A
5.3.2	<p>East Asia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in East Asia by</p> <ul style="list-style-type: none"> • 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) (<i>National Geography Standard 5, p. 192</i>) • 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 (<i>National Geography Standard 4, p. 190</i>) 	N/A
5.3.3	<p>South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (<i>National Geography Standard 4, p. 190</i>)</p>	N/A
5.3.4	<p>Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including</p> <ul style="list-style-type: none"> • Russian imperial expansion and top-down westernization/modernization (<i>National Geography Standard 13, p. 210</i>) 	N/A

Standard	2007	2019
	<ul style="list-style-type: none"> • 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	<p>Europe through the 18th Century – Analyze the major political, religious, cultural and economic transformations in Europe by</p> <ul style="list-style-type: none"> • 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) 	N/A
5.3.6	<p>Latin America through the 18th Century – Analyze colonial transformations in Latin America, including</p> <ul style="list-style-type: none"> • 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) 	N/A

WHG ERA 6: An Age of Global Revolutions, 18th Century-1914

What constitutes a “revolution?” What makes people want to change their government? How do political and economic forces shape people's identities? In Era 6, students can investigate questions

such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries to:

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.

Standard	2007	2019
6.1.1	Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1; 6.3.2) (National Geography Standard 13, p. 210)	Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.
6.1.2	World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends. (National Geography Standard 9, p. 201)	Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.
6.1.3	<p>Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including</p> <ul style="list-style-type: none"> • constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (National Geography Standard 10, p. 203) • the global spread of major innovations, technologies, and commodities via new global networks (National Geography Standard 11, p. 206) 	<p>Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities.</p> <p>Examples may include but are not limited to: investigating constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization.</p>
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)	N/A
6.1.5	Interpreting Europe's Increasing Global Power – Describe Europe's increasing	N/A

Standard	2007	2019
	global power between 1500 and 1900; and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2; 5.3.2) (National Geography Standard 13, p. 210)	

6.2 Interregional or Comparative Expectations

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

Standard	2007	2019
6.2.1	Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (National Geography Standard 13, p. 210)	Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences. Examples may include but are not limited to: case studies of Chinese, Haitian, Mexican and/or other Latin American revolutions; others who fought for a new political order against oppression, like Tacky’s War in Jamaica in 1760, the rebellion of Tupac Amaru in 1780, or the Indian Rebellion of 1857.
6.2.2	Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and non-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (National Geography Standard 10, p. 203)	Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context. Examples may include but are not limited to: case studies of Germany, Italy, Japan.
6.2.3	Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by <ul style="list-style-type: none"> comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France 	Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts. Examples may include but are not limited to: case studies of industrialization in Great Britain, Belgium, France, Germany, France, Russia, and/or Japan; effects on women

Standard	2007	2019
	<ul style="list-style-type: none"> describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements (National Geography Standard 11, p. 206) describing the environmental impacts of industrialization and urbanization (National Geography Standard 14, p. 212) 	and children; the rise of organized labor movements; the extent and consequences of urbanization.
6.2.4	<p>Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by</p> <ul style="list-style-type: none"> using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (National Geography Standard 16, p. 216) describing the connection between imperialism and racism, including the social construction of race comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 210) analyze the responses to imperialism by African and Asian peoples (See 6.6.3) (National Geography Standard 13, p. 210) <p>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)</p>	<p>Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.</p> <p>Examples may include but are not limited to: case studies of Japan (Meiji Restoration), Qing China, India, Egypt, Ethiopia and/or the Congo; encounters between imperial powers (Europe, Japan) and local people in India, Africa, Central Asia, and East Asia; the connection between imperialism and racism, including the social construction of race.</p>

6.3 Regional Content Expectations

Standard	2007	2019
6.3.1	<p>Europe – Analyze the economic, political, and social transformations in Europe by</p> <ul style="list-style-type: none"> analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p. 206) 	N/A

Standard	2007	2019
	<ul style="list-style-type: none"> 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	<p>East Asia – Analyze the political, economic, and social transformations in East Asia by</p> <ul style="list-style-type: none"> explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210) describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions 	N/A
6.3.3	<p>Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)</p>	N/A

WHG ERA 7: Global Crisis and Achievement, 1900-Present

Why was the 20th century so violent? Did an accelerating pace of technological and scientific innovations improve people's lives? How does increasing global interaction affect individuals? In Era 7, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries to:

7.1 Global or Cross-Temporal Expectations

Analyze the impact of changes in global balances of military, political, economic, and technological power throughout the 20th century and to the present.

Standard	2007	2019
7.1.1	<p>Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social</p>	<p>Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to</p>

Standard	2007	2019
	environments, including its impact of the daily lives of their citizens. (See 7.3.2) (National Geography Standard 13, p. 210)	expand power and the role of resistance movements against such efforts.
7.1.2	Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (National Geography Standard 13, p. 210)	Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.
7.1.3	Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)	Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.
7.1.4	Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (National Geography Standard 11, p. 206)	Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.
7.1.5	Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) (National Geography Standard 13, p. 210)	N/A

7.2 Interregional or Comparative Expectations

Assess the interregional causes and consequences of the global wars, revolutions, and independence movements during this era.

Standard	2007	2019
7.2.1	World War I – Analyze the causes, characteristics, and long-term consequences of World War I by <ul style="list-style-type: none"> analyzing the causes of the war including nationalism, industrialization, disputes over 	World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty. Examples may include but are not limited to: investigating effects of nationalism, industrialization, disputes over territory,

Standard	2007	2019
	<p>territory, systems of alliances, imperialism, and militarism</p> <ul style="list-style-type: none"> • analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5) • explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (National Geography Standard 13, p. 210) 	<p>systems of alliances, imperialism, the role of colonial peoples, and militarism; distinctive characteristics and impacts of the war on the soldiers and people at home, including the use of propaganda; consequences of the mandate system, reparations, and national self-determination around the globe.</p>
7.2.2	<p>Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by</p> <ul style="list-style-type: none"> • examining the causes and consequences of the economic depression on different regions, nations, and the globe • describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2) • comparing and contrasting the rise of nationalism in China, Turkey, and India (National Geography Standard 10, p. 203) 	<p>Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p> <p>Examples may include but are not limited to: case studies of the economic depression on different regions, nations, and the globe; case studies of the rise of fascism and the spread of communism in Europe and Asia; comparing and contrasting the rise of nationalism in China, Turkey, and India.</p>
7.2.3	<p>World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by</p> <ul style="list-style-type: none"> • explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria & Sudetenland) (National Geography Standard 13, p. 210) • explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p. 203) • analyzing the major turning points and unique characteristics of the war (See 7.1.5) (National Geography Standard 17, p. 219) 	<p>World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p> <p>Examples may include but are not limited to: investigating the role of aggression and conflict appeasement that led to war in Europe and Asia; the development and enactment of Hitler's "final solution" policy; major turning points and unique characteristics of the war; spatial and political impact of the Allied negotiations on the nations of Eastern Europe and throughout the world; 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.</p>

Standard	2007	2019
	<ul style="list-style-type: none"> • explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) (National Geography Standard 13, p. 210) • analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (National Geography Standard 6, p.195) • describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (National Geography Standard 6, p. 195) 	
7.2.4	<p>Revolutionary and/or Independence Movements – Compare two revolutionary and/or Independence movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (See 6.2.1). (National Geography Standard 13, p. 210)</p>	<p>Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.</p> <p>Examples may include but are not limited to: investigating economic, political, and military origins of the Cold War; arms race and space race; comparing and contrasting conflicts in Asia, Africa, and Central America; the significance of the Cold War as a 20th century event, including transitions from bipolar to multipolar center(s) of power.</p>
7.2.5	N/A	<p>Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p> <p>Examples may include but are not limited to: case studies of the Russian Revolution, Mexican Revolution, and/or Iranian Revolution; legacy of imperialism in Africa, Southeast Asia, and Latin America; importance of the massive resistance and non-violent philosophy of Mahatma Gandhi; independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia; the development of the State of Israel; conflicts such as Arab-Israeli disputes, Palestine, the Suez Crisis, and Sunni-Shi'a conflicts.</p>

Standard	2007	2019
7.2.6	N/A	<p>Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community's responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p> <p>Examples may include but are not limited to: investigating the ideology and policies that led to genocide; policies to address and prevent genocide; cases studies of genocides such as Herero and Namaqua, Cambodia, Rwanda, Ukraine, and/or Bosnia.</p>

7.3 Regional Content Expectations

Standard	2007	2019
7.3.1	Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges. (National Geography Standard 6, p. 195)	N/A
7.3.2	Europe and Rise of Fascism and Totalitarian States – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)	N/A
7.3.3	<p>Asia – Analyze the political, economic, and social transformations that occurred in this era, including</p> <p>(National Geography Standard 13, p. 210)</p> <ul style="list-style-type: none"> • Japanese imperialism • Chinese nationalism, the emergence of communism, and civil war (See 7.2.2) • Indian independence struggle 	N/A
7.3.4	<p>The Americas – Analyze the political, economic and social transformations that occurred in this era, including</p> <ul style="list-style-type: none"> • economic imperialism (e.g., dollar diplomacy) 	N/A

Standard	2007	2019
	<ul style="list-style-type: none"> foreign military intervention and political revolutions in Central and South America nationalization of foreign investments (National Geography Standard 13, p. 210) 	
7.3.5	<p>Middle East – Analyze the political, economic, and social transformations that occurred in this era, including</p> <ul style="list-style-type: none"> the decline of the Ottoman Empire changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples the role of the Mandate system the discovery of petroleum resources (National Geography Standard 13, p. 210) 	N/A

WHG ERA 8: The Cold War and Its Aftermath: the 20th Century Since 1945

8.1 Global and Cross-temporal Expectations

Standard	2007	2019
8.1.1	<p>Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 7.2.3) (National Geography Standard 13, p. 210)</p>	N/A
8.1.2	<p>Cold War Conflicts – Describe the major arenas of conflict, including</p> <ul style="list-style-type: none"> 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) 	N/A
8.1.3	<p>End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-</p>	N/A

Standard	2007	2019
	century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (National Geography Standard 13, p. 210)	
8.1.4	Mapping the 20th Century – Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine). (See 7.2.3) (National Geography Standard 13, p. 210)	N/A

8.2 Interregional or Comparative Expectations

Standard	2007	2019
8.2.1	The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)	N/A
8.2.2	Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standards 13 and 17, pp. 210 and 219)	N/A
8.2.3	Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)	N/A

CG Contemporary Global Issues

How have world historical events, patterns, and forces shaped contemporary global issues? To what extent are contemporary global issues a continuation of world historical trends? Students can investigate questions such as these, and/or pose their own questions about contemporary global issues, focusing on themes like population, resources, global interactions, and conflict, cooperation and security. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries to:

CG1 Population

Explain the causes and consequences of contemporary population changes 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 populations, gender, age, patterns of migration, and population density)
- relationship of the population changes to global interactions, and their impact on different regions of the world

CG2 Resources

Explain changes 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:

- changes 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 of multinational corporations and governmental and non-governmental organizations
- the impact of humans on the global environment

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, including voluntary and forced migration such as human trafficking.
- 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

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 killing
- local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights
- the types of warfare used in these conflicts, including terrorism, private militias, and new technologies

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 Integrated United States History and to connect high school United States History and Geography with 5th and 8th grade content.

F1 *Political and Intellectual Transformations of America to 1877*

Standard	2007	2019
F1.1	<p>Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals</p> <ul style="list-style-type: none"> • Declaration of Independence • the U.S. Constitution (including the Preamble) • Bill of Rights • the Gettysburg Address • 13th, 14th, and 15th Amendments 	<p>Identify the core ideals of American society as reflected in the documents below, and analyze the ways that American society moved toward and/or away from its core ideals.</p> <ul style="list-style-type: none"> • 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	<p>Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing</p> <ul style="list-style-type: none"> • the birth of republican government, including the rule of law, inalienable rights, equality, and limited government • the development of governmental roles in American life • and competing views of the responsibilities of governments (federal, state, and local) • changes in suffrage qualifications • the development of political parties • America's political and economic role in the world (National Geography Standard 13, p. 210) 	<p>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.</p>
F1.3		<p>Analyze how the changing character of American political society from 1791 to 1877 had significant impact on the</p>

Standard	2007	2019
		responsibilities of governments through the principle of federalism.

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

Standard	2007	2019
F2.1	<p>Describe the major trends and transformations in American life prior to 1877 including</p> <ul style="list-style-type: none"> • changing political boundaries of the United States (<i>National Geography Standard 13, p. 210</i>) • regional economic differences and similarities, including goods produced and the nature of the labor force (<i>National Geography Standard 11, p. 206</i>) • changes in the size, location, and composition of the population (<i>National Geography Standard 9, p. 201</i>) • patterns of immigration and migration (<i>National Geography Standard 9, p. 201</i>) • development of cities (<i>National Geography Standard 12, p. 208</i>) • changes in commerce, transportation, and communication (<i>National Geography Standard 11, p. 206</i>) • 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 	N/A

USHG ERA 6: The Development of an Industrial, Urban, and Global United States (1870-1930)

Individually and collaboratively, students will engage in planned inquiries to understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people, how massive immigration after 1870 as well as new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity, and how the rise of the American labor movement and political issues reflected social and economic change.

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.

Standard	2007	2019
6.1.1	<p>Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including</p> <ul style="list-style-type: none"> • gains from trade (National Geography Standard 11, p. 206) • organizational “revolution” (e.g., development of corporations and labor organizations) • advantages of physical geography (National Geography Standards 4, 7, and 15; pp. 190, 197, and 214) • increase in labor through immigration and migration (National Geography Standard 9, p. 201) • economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller) • technological advances 	<p>Factors in the American Second Industrial Revolution – analyze the factors that enabled the United States to become a major industrial power, including:</p> <ul style="list-style-type: none"> • the organizational revolution • the economic policies of government and industrial leaders • the advantages of physical geography • the increase in labor through immigration and migration • the growing importance of the automobile industry <p>Examples may include but are not limited to: the development of corporations and labor unions; Andrew Carnegie and John D. Rockefeller.</p>
6.1.2	<p>Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change including</p> <ul style="list-style-type: none"> • development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers • southern and western farmers’ reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan’s “Cross of Gold” speech) (National Geography Standard 6, p. 195) 	<p>Labor’s Response to Industrial Growth – evaluate the different responses of labor to industrial change, including the development of organized labor and the growth of populism and the populist movement.</p>
6.1.3	<p>Urbanization – Analyze the changing urban and rural landscape by examining</p> <ul style="list-style-type: none"> • the location and expansion of major urban centers (National Geography Standard 12, p. 208) • the growth of cities linked by industry and trade (National Geography Standard 11, p. 206) • the development of cities divided by race, ethnicity, and class (National Geography Standard 10, p. 203) 	<p>Urbanization – explain the causes and consequences of urbanization, including:</p> <ul style="list-style-type: none"> • the location and expansion of major urban centers and their link to industry and trade • internal migration, including the Great Migration • the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups

Standard	2007	2019
	<ul style="list-style-type: none"> • resulting tensions among and within groups (National Geography Standard 13, p. 210) • different perspectives about immigrant experiences in the urban setting (National Geography Standards 9 and 12, pp. 201 and 208) 	<ul style="list-style-type: none"> • different perspectives about the immigrant experience
6.1.4	<p>Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (National Geography Standard 9 and 12, pp. 201 and 208)</p>	<p>Growth and Change – 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:</p> <ul style="list-style-type: none"> • 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 Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies
6.1.5	<p>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</p> <ul style="list-style-type: none"> • 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 	N/A

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.

Standard	2007	2019
6.2.1	Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy. (National Geography Standards 1 and 3; p.184 and 188)	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	WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.	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 WWI – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage.	Domestic Impact of World War I – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women's suffrage, and on internal migration. Examples may include but are not limited to: War Industries Board, the growth of anti-immigrant sentiments, the Sedition Act, the Red Scare, the Palmer Raids
6.2.4	Wilson and His Opponents – Explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (National Geography Standards 3 and 13; p. 188 and 210)	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: <ul style="list-style-type: none"> • the Treaty of Versailles • United States participation in the League of Nations • the redrawing of European political boundaries and the resulting geopolitical tensions that continued to affect Europe

6.3 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 America and their consequences (positive/negative – anticipated/ unanticipated).

Standard	2007	2019
6.3.1	<p>Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).</p>	<p>Describe the extent to which industrialization and urbanization between 1895-1930 created the need for progressive reform.</p> <p>Examples may include but are not limited to: urban and rural poverty, child labor, immigration, political corruption, racial and gender discrimination, public health, unsafe living conditions, poor working conditions, monopolies, unfair labor practices.</p>
6.3.2	<p>Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas</p> <ul style="list-style-type: none"> • major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments • new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts) • the Supreme Court's role in supporting or slowing reform • role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (National Geography Standard 14, p. 212) • efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (National Geography Standards 9 and 10; pp. 201 and 203) 	<p>Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.</p> <p>Examples may include but are not limited to: the successes and failures of efforts to expand women's rights, including the work of important leaders such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, Carrie Chapman Catt, the role of reform organizations and movements and individuals in promoting change, Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell, major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments, the Supreme Court's role in supporting or slowing reform, new regulatory legislation, Pure Food and Drug Act, Sherman and Clayton Antitrust Acts.</p>

Standard	2007	2019
6.3.3	Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.	Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms.

USHG ERA 7: The Great Depression and World War II (1920-1945)

Individually and collaboratively, students will engage in planned inquiries to understand the changing role of the United States in world affairs through World War II, investigate the causes of the Great Depression and how it affected American society, and how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.

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.

Standard	2007	2019
7.1.1	<p>The Twenties – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including</p> <ul style="list-style-type: none"> • 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) 	<p>The Twenties – explain and evaluate the significance of the social, cultural, and political changes and tensions in the “Roaring Twenties” including:</p> <ul style="list-style-type: none"> • Cultural movements such as Jazz, the Harlem Renaissance, and the “Lost Generation” • The increasing role of advertising and its impact on consumer purchases • NAACP legal strategy to attack segregation <p>Examples may include but are not limited to: the Scopes trial, views on and restrictions to immigration, Prohibition, roles of women, mass consumption, fundamentalism, modernism, the Indian Citizenship Act of 1924, the Carlisle Indian Industrial School, the Mount Pleasant Indian Industrial Boarding School, Harbor Springs Indian Boarding School, the resurgence of the Ku Klux Klan, and nativism.</p>
7.1.2	<p>Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing</p> <ul style="list-style-type: none"> • the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and 	<p>Causes and Consequences of the Great Depression – explain and evaluate the multiple causes and consequences of the Great Depression by analyzing:</p> <ul style="list-style-type: none"> • the political, economic, environmental, and social causes of the Great Depression, including fiscal policy, overproduction,

Standard	2007	2019
	<p>speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15; p. 212 and 214)</p> <ul style="list-style-type: none"> the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15, p. 214) Hoover's policies and their impact (e.g., Reconstruction Finance Corporation) 	<p>underconsumption, speculation, the 1929 crash, and the Dust Bowl</p> <ul style="list-style-type: none"> the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers, and families President Herbert Hoover's policies and their impact, including the Reconstruction Finance Corporation
7.1.3	<p>The New Deal – Explain and evaluate Roosevelt's New Deal Policies including</p> <ul style="list-style-type: none"> expanding the federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (National Geography Standard 14, p. 212) opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (National Geography Standard 16, p. 216) 	<p>The New Deal Era – explain and evaluate President Franklin Roosevelt's policies and tactics during the New Deal era, including:</p> <ul style="list-style-type: none"> the changing role of the federal government's responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies consequences of New Deal policies <p>Examples may include but are not limited to: Frances Perkins, the Dust Bowl and the Tennessee Valley, promoting workers' rights, development of a Social Security program, banking and financial regulation, conservation practices, crop subsidies, the Indian Reorganization Act (IRA), Termination Policy, Deportation Act of 1929 Federal housing policies and agricultural efforts (AAA) and impacts on housing for marginalized groups, Charles Coughlin, and Huey Long.</p>

7.2 World War II

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.

Standard	2007	2019
7.2.1	Causes of WWII – Analyze the factors contributing to World War II in Europe	Causes of World War II – analyze the factors contributing to World War II in Europe and

Standard	2007	2019
	<p>and in the Pacific region, and America's entry into war including</p> <ul style="list-style-type: none"> • the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) (National Geography Standard 13, p. 210) • the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan • United States neutrality • the bombing of Pearl Harbor (National Geography Standard 13, p. 210) 	<p>in the Pacific region, and America's entry into war, including:</p> <ul style="list-style-type: none"> • political and economic disputes over territory • 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 <p>Examples may include but are not limited to: failure of the Treaty of Versailles; the League of Nations; the Munich Agreement; the Neutrality Acts; the Lend Lease Act; oil embargo; fascism; militarism, nationalism; imperialism.</p>
7.2.2	<p>U.S. and the Course of WWII – 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).</p>	<p>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.</p> <p>Examples may include but are not limited to: Germany-First strategy, Big Three Alliance, and the development of atomic weapons.</p>
7.2.3	<p>Impact of WWII on American Life – Analyze the changes in American life brought about by U.S. participation in World War II including</p> <ul style="list-style-type: none"> • mobilization of economic, military, and social resources • role of women and minorities in the war effort • role of the home front in supporting the war effort (e.g., rationing, work hours, taxes) • internment of Japanese-Americans (National Geography Standard 10, p. 203) 	<p>Impact of World War II on American Life – analyze the changes in American life brought about by U.S. participation in World War II, including:</p> <ul style="list-style-type: none"> • the mobilization of economic, military, and social resources • the role of women and minorities in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces • the role of the home front in supporting the war effort • the conflict and consequences around the internment of Japanese Americans
7.2.4	<p>Responses to Genocide – Investigate development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (National Geography Standard 13, p. 210)</p>	<p>Responses to Genocide – investigate the responses to Hitler's Final Solution policy by the Allies, the U.S. government, international organizations, and individuals.</p> <p>Examples may include but are not limited to: concentration camp liberation, Nuremberg war crimes tribunals, and actions by individuals such as Oskar Schindler and Irena Sendler.</p>

USHG ERA 8: Post-World War II United States (1945 -1989)

8.1 Cold War and the United States

Individually and collaboratively, students will engage in planned inquiries to investigate the social transformation of the post-war U.S., how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics, and how the struggle for racial and gender equality and the extension of civil liberties impacted the U.S.

Standard	2007	2019
8.1.1	<p>Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including</p> <ul style="list-style-type: none"> • differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R. • diplomatic decisions made at the Yalta and Potsdam Conferences (1945) • actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (National Geography Standard 13, p. 210) 	<p>Origins and Beginnings of the Cold War – analyze the factors that contributed to the Cold War, including:</p> <ul style="list-style-type: none"> • Differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the U.S. and the Soviet Union (U.S.S.R.) • Diplomatic and political actions by both the U.S. and U.S.S.R. in the last years of World War II and the years afterward <p>Examples may include but are not limited to: the differences between Communism and Capitalism, diplomatic decisions made at the Yalta and Potsdam conferences, the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, the United Nations, North American Treaty Organization (NATO), and the Warsaw Pact.</p>
8.1.2	<p>Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"> • the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (National Geography Standard 13, p. 210) • the armed struggle with Communism, including the Korean conflict (National Geography Standard 13, p. 210) • direct conflicts within specific world regions including Germany and Cuba (National Geography Standards 5 and 13; pp. 192 and 210) • U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R.) 	<p>Foreign Policy During the Cold War – compare the causes and consequences of the American policy of containment including:</p> <ul style="list-style-type: none"> • The development and growth of a U.S. national security establishment and intelligence community • The direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba) • U.S. involvement in Vietnam, and the foreign and domestic consequences of the war • Indirect (or proxy) confrontations within specific world regions • The arms race and its implications on science, technology, and education <p>Examples may include but are not limited to: the Department of Defense; the Department of State; the Central Intelligence Agency; direct conflicts within specific world regions, such as Chile,</p>

Standard	2007	2019
	<p>and China, U.S. military policy and practices, responses of citizens and mass media) (National Geography Standard 13, p. 210)</p> <ul style="list-style-type: none"> indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (National Geography Standards 5 and 13; pp. 192 and 210) the arms race (National Geography Standards 13, p. 210) 	<p>Angola, Iran, Guatemala, and Afghanistan; the relationship and conflicts with the Soviet Union and China; U.S. military policies and practices, special operations, and teams; the launch of Sputnik and the beginning of the space race; and the National Defense Education Act (NDEA).</p>
8.1.3	<p>End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.</p>	<p>End of the Cold War – describe the factors that led to the end of the Cold War.</p>

8.2 Domestic Policies

Investigate demographic changes, domestic policies, conflicts, and tensions in post-World War II America.

Standard	2007	2019
8.2.1	<p>Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” (National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)</p>	<p>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.</p>
8.2.2	<p>Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by</p> <ul style="list-style-type: none"> 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 	<p>Policy Concerning Domestic Issues – analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges by:</p> <ul style="list-style-type: none"> describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment evaluating policy decisions and legislative actions to meet these challenges

Standard	2007	2019
	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)	Examples may include but are not limited to: 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), EPA. (1970).
8.2.3	Comparing Domestic Policies – Focusing on causes, programs, and impacts, compare and contrast Roosevelt's New Deal initiatives, Johnson's Great Society programs, and Reagan's market-based domestic policies. (National Geography Standard 14, p. 212)	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.
8.2.4	Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. (National Geography Standard 16, p. 216)	Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by United States Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal. Examples may include but are not limited to: Roe v. Wade, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, Kent State, Students for a Democratic Society (SDS), Robert McNamara, Martin Luther King Jr., Muhammad Ali, "flower power," hippies, beatniks, Rachel Carson, Winona LaDuke, the American Indian Movement (AIM), Ralph Nader.

8.3 Civil Rights in the Post-World War II Era

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

Standard	2007	2019
8.3.1	Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including <ul style="list-style-type: none"> the impact of WWII and the Cold War (e.g., racial and gender integration of the military) Supreme Court decisions and governmental actions (e.g., Brown v. Board (1954), Civil Rights Act (1957), Little Rock schools 	Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African American civil rights including: <ul style="list-style-type: none"> the impact of World War II and the Cold War Responses to Supreme Court decisions and governmental actions the Civil Rights Act (1964) protest movements

Standard	2007	2019
	<p>desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</p> <ul style="list-style-type: none"> • protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers) • resistance to Civil Rights (National Geography Standard 6, p. 195) (National Geography Standard 10, p. 203) 	<ul style="list-style-type: none"> • rights • organizations • civil actions <p>Examples may include but are not limited to: racial and gender integration of the military, “An American Dilemma,” Jim Crow laws, de jure segregation, Brown v. Board of Education, the Civil Rights Act (1957), Little Rock school desegregation, the Civil Rights Act (1964), the Voting Rights Act (1965), integration of baseball, Montgomery Bus Boycott (1955-1956), March on Washington, freedom rides, National Association for the Advancement of Colored People, Southern Christian Leadership Conference, Student Non-violent Coordinating Committee, Nation of Islam, Black Panthers, Orval Faubus, Rosa Parks, sit-ins, James Meredith, Medgar Evers, Fannie Lou Hamer, Malcolm X, Yuri Kochiyama, the 24th Amendment, violence in Birmingham, Milliken v. Bradley, Elliott Larsen Act.</p>
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.	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	<p>Women’s Rights – Analyze the causes and course of the women’s rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)).</p> <p>(National Geography Standard 10, p. 203)</p>	<p>Women’s Rights – analyze the causes, course and reaction to the women’s rights movement in the 1960s and 1970s.</p> <p>Examples may include but are not limited to: the role of population shifts; birth control; increasing number of women in the work force; National Organization for Women (NOW); Equal Rights Amendment (ERA); Betty Friedan; and Phyllis Schlafly.</p>
8.3.4	Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. (National Geography Standard 10, p. 203)	<p>Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century.</p> <p>Examples may include but are not limited to: Indigenous Peoples, Latinos/Latinas, new immigrants, people with disabilities, and the gay and lesbian community, The Stonewall riots, Rehab Act 1973, ADA 1990, American Indian Religious Freedom Act</p>

Standard	2007	2019
		1978, United Farmworkers, Harvey Milk 1978, Ruth Ellis, Indian Civil Rights Act 1968.
8.3.5	<p>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).</p> <p>(National Geography Standard 12, p. 208)</p>	<p>Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city.</p>

USHG ERA 9: America in a New Global Age

Individually and collaboratively, students will engage in planned inquiries to understand recent developments in foreign and domestic politics, and the economic, social, and cultural developments in the contemporary U.S.

9.1 The Impact of Globalization on the United States

Explain the impact of globalization on the U.S. economy, politics, society, and role in the world.

Standard	2007	2019
9.1.1	Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (National Geography Standard 11, p. 206)	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/methods of production, energy issues, and mass communication.
9.1.2	Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including <ul style="list-style-type: none"> • growth of the conservative movement in national politics, including the role of Ronald Reagan • role of evangelical religion in national politics (National Geography Standards 3 and 6; pp.188 and 195) • intensification of partisanship • partisan conflict over the role of government in American life • role of regional differences in national politics (National Geography Standard 6, p. 195) 	Transformation of American Politics – analyze the transformation of American politics in the late 20th and early 21st centuries, including: <ul style="list-style-type: none"> • the growth of the conservative movement in national politics, including the role of Ronald Reagan • the role of evangelical religion in national politics • the intensification of partisanship • the partisan conflict over the role of government in American life • the role of regional differences in national politics

9.2 Changes in America's Role in the World

Examine the shifting role of the U.S. on the world stage from 1980 to the present.

Standard	2007	2019
9.2.1	U.S. 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)	United States in the Post-Cold War World – explain the role of the U.S. as a superpower in the post-Cold War world, including advantages, disadvantages, and new challenges.

Standard	2007	2019
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)	9/11 and Responses to Terrorism – analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies.

9.3 Policy Debates

Standard	2007	2019
9.3.1	<p>Compose a persuasive essay on a public policy issue and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles.</p> <ul style="list-style-type: none"> • 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) 	Make a persuasive argument on a public-policy issue, and justify the position with evidence from historical antecedents and precedents, and democratic values or constitutional principles.

CIVICS

C1 Philosophical Foundations of Civic Society and Government

Standard	2007	2019
1.1.1	Identify roles citizens play in civic and private life, with emphasis on leadership.	Describe, compare, and contrast political philosophers' views on purposes of government(s) including but not limited to Aristotle, Locke, Hobbes, Montesquieu, and Rousseau.
1.1.2	Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."	<p>Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority.</p> <p>Examples may include but are not limited to: anarchy, dictatorship, democracy, monarchy, oligarchy, republic, theocracy, military junta, socialist, and tribal governments.</p>
1.1.3	Identify and explain competing arguments about the necessity and	Compare, contrast, and evaluate models of representation in democratic

Standard	2007	2019
	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)	governments including presidential and parliamentary systems. Examples may include but are not limited to: direct democracy, constitutional democracy, representative democracy, indirect democracy/republic.
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)	Compare and contrast federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty and distribution of governmental powers.

1.2 *Alternative Forms of Government*

Standard	2007	2019
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.	N/A
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)	N/A
1.2.3	Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)	N/A
1.2.4	Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)	N/A

C2 Founding and Development of the Government of the United States of America

2.1 Origins of the American Constitutional Government

Standard	2007	2019
2.1.1	Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.	Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke's Second Treatise. Examples may include but are not limited to: the Iroquois Confederation, English Bill of Rights, Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Montesquieu's Spirit of Laws, Paine's Common Sense, Aristotle's Politics and select Federalist Papers (10th, 14th, and 51st).
2.1.2	Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.	Identify and analyze various democratic values of the United States as found in the Declaration of Independence. Examples of democratic values may include but are not limited to: justice, unalienable rights (life, liberty, pursuit of happiness), and equality. Analysis may include but is not limited to: how might the ideals in the Declaration have been in tension with reality?
2.1.3	Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.	Explain the impact of the major debates and compromises underlying the drafting and ratification of the American Constitution including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates concerning slavery, and the promise for a Bill of Rights after ratification.
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.	N/A

2.2 Democratic Values and U.S. Constitutional Principles

Standard	2007	2019
2.2.1	Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the	Analyze relationships between democratic values and Constitutional principles.

Standard	2007	2019
	pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).	Examples may include but are not limited to: ways in which the Constitutional principle of due process of laws correlates with the democratic value of justice, ways in which the Constitutional principle of equal protection of the law correlates with the democratic value of equality.
2.2.2	Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)	Analyze how influential historical speeches, writings, cases, and laws express democratic values and influenced changes in American culture, law, and the Constitution. Examples may include but are not limited to: equality; drawing upon 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 Dred Scott v. Sandford, Plessy v. Ferguson, Loving v. Virginia, the Americans With Disabilities Act, and Obergefell v. Hodges.
2.2.3	Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)	Use examples to investigate why people may agree on democratic values and Constitutional principles in the abstract, yet disagree over their meaning when they are applied to specific situations. Examples may include but are not limited to: liberty and authority/order, justice and equality, individual rights and the common good.
2.2.4	Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2)	N/A
2.2.5	Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract yet disagree over their meaning when they are applied to specific situations. (See USHG 8.2.4)	N/A

C3 Structure and Function of Governments in the United States of America

3.1 Structure, Functions, Powers, and Limits of Federal Government

Standard	2007	2019
3.1.1	Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.	<p>Identify and describe the purposes, organization, powers, and processes of the legislative branch as enumerated in Article I of the Constitution.</p> <p>Examples may include but are not limited to: The House of Representatives and Senate (including election and qualifications to hold office), advise and consent, impeachment, power of the purse, approval of treaties, and war powers.</p>
3.1.2	Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.	<p>Identify and describe the purposes, organization, powers, and processes of the executive branch as enumerated in Article II of the Constitution.</p> <p>Examples may include but are not limited to: The President (including election and qualifications to hold office), Commander-in-Chief, appointment power, presidential pardon, executive departments, due care (faithful execution of the laws) clause, independent regulatory agencies, treaty negotiations, veto power.</p>
3.1.3	Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.	<p>Identify and describe the purposes, organization, powers, and processes of the judicial branch as enumerated in Article III of the Constitution and as established in <i>Marbury v. Madison</i>.</p> <p>Examples may include but are not limited to: The Supreme Court (nomination and appointment process, lifetime tenure), original and appellate jurisdictions, resolution of disputes.</p>
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)	<p>Examine and evaluate the effectiveness the role of separation of powers and checks and balances in the distribution of power and authority between the three branches.</p> <p>Examples may include but are not limited to: advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, and impeachment.</p>
3.1.5	Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse	Analyze the various levels and responsibilities in the federal and state

Standard	2007	2019
	and impeachment, advise and consent, veto power, and judicial review).	judicial systems and explain the relationships among them.
3.1.6	Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.	Evaluate major sources of revenue and major expenditures of the federal government. Examples may include but are not limited to: discretionary spending, federal income tax, and mandatory spending.
3.1.7	Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.	Identify and explain how provisions in the Constitution limit the power of the federal government. Examples may include but are not limited to: the Bill of Rights, rule of law, enumerated powers, and federalism.

3.2 Structure and Functions of State, Local, and Tribal Governments

Standard	2007	2019
3.2.1	Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.	Describe limits the U.S. Constitution places on powers of the states and on the federal government's power over the states. Examples of limits on state power include but are not limited to: prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments. Examples of limits on federal power over states include but are not limited to: federal government cannot abolish a state; Tenth Amendment reserves powers to the states; federal government cannot commandeer state employees.
3.2.2	Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland).	Explain interactions and tensions among federal, state, and local governments using the necessary and proper clause, the Commerce Clause, and the Tenth Amendment.
3.2.3	Identify specific provisions in the Constitution that limit the power of the federal government.	Describe how state, local, and tribal governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).
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)	Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments.

Standard	2007	2019
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)	Evaluate the major sources of revenue and expenditures for state, local, and tribal governments.
3.2.6		Describe and evaluate referendums, initiatives, and recall as mechanisms used to influence state and local government. Use a case study to examine the impact of one such listed mechanism.

3.3 Additional Actors and Influences in American Civic Society

Standard	2007	2019
3.3.1	Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).	Describe and analyze how groups and individuals influence public policy. Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media.
3.3.2	Identify and define states' reserved and concurrent powers.	Describe the evolution of political parties and their contemporary influence on public policy.
3.3.3	Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.
3.3.4	Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.	Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.
3.3.5	Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).	Identify and discuss roles of non-governmental organizations in American civic society.
3.3.6	Evaluate the major sources of revenue for state and local governments.	Explain functions and possible influence of various news and other media sources in political communication. Examples may include but are not limited to: television, print, press, Internet (including social media), radio.

Standard	2007	2019
3.3.7	Explain the role of state constitutions in state governments.	Analyze the credibility and validity of various forms of political communication. Examples of analysis may include but are not limited to: logic, factual accuracy, selective omission, emotional appeal, distorted evidence, appeals to bias or prejudice, confirmation and source bias.

3.4 *System of Law and Laws*

Standard	2007	2019
3.4.1	Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like Marbury v. Madison and U.S. v. Nixon; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4)	N/A
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)	N/A
3.4.3	Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).	N/A
3.4.4	Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).	N/A
3.4.5	Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.	N/A

3.5 *Other Actors in the Policy Process*

Standard	2007	2019
3.5.1	Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.	N/A

Standard	2007	2019
3.5.2	Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)	N/A
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).	N/A
3.5.4	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.	N/A
3.5.5	Evaluate the actual influence of public opinion on public policy.	N/A
3.5.6	Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.	N/A
3.5.7	Explain the role of television, radio, the press, and the internet in political communication.	N/A
3.5.8	Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.	N/A
3.5.9	In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.	N/A

C4 Rights and Liberties in the United States of America

4.1 Application of the Bill of Rights

Standard	2007	2019
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,	Describe the five essential rights protected by the First Amendment. Through the use of court cases and examples, explore and analyze the scope and limits of First Amendment rights.

Standard	2007	2019
	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).	Examples 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, NAACP v. Alabama.
4.1.2	Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.	Using the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments, describe the rights of the accused; using court cases and examples, describe the limit and scope of these rights. Examples 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, right to witnesses, 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, Gregg v. Georgia.
4.1.3	Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).	N/A
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)	N/A

4.2 Extensions of Civil Rights and Civil Liberties

Standard	2007	2019
4.2.1	Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)	Explain how the Civil War led to the creation of the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution. Analyze each Amendment's relative effectiveness.
4.2.2	Analyze the impact of American political, economic, technological, and cultural developments on other parts of	Explain how significant historical events, including but not limited to the suffrage movements and the civil rights movements,

Standard	2007	2019
	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)	resulted in changes to the interpretation of and Amendments to the U.S. Constitution. Examples may include but are not limited to: suffrage movements (Fifteenth, Nineteenth, Twenty-Third, Twenty-Fourth, Twenty-Sixth Amendments), and the civil rights movements (Twenty-Fourth, Twenty-Sixth Amendments).
4.2.3	Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)	Using the Fourteenth Amendment, describe the impact of the doctrine of incorporation, due process of law, and equal protection of law on the articulation and extension of rights. Examples may include court cases and pieces of legislation that include but are not limited to: Civil Rights Act of 1964, the Voting Right Act of 1965, Barron v. Baltimore, Slaughterhouse cases, Gitlow v. New York, Gideon v. Wainwright, Mapp v. Ohio, Meyer v. Nebraska, Griswold v. Connecticut, Roe v. Wade, Cantwell v. Connecticut, McDonald v. Chicago, Shelby County v. Holder, Obergefell v. Hodges, United States v. Wong Kim Ark.
4.2.4	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).	N/A
4.2.5	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).	N/A
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).	N/A

4.3 Examining Tensions and Limits on Rights and Liberties

Standard	2007	2019
4.3.1	N/A	<p>Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict.</p> <p>Examples of personal rights include but are not limited to: 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.</p> <p>Examples of political rights include but are not limited to: freedom of speech, press, assembly, and petition; the right to vote and run for public office.</p> <p>Examples of economic rights include but are not limited to: acquire, use, transfer, and dispose of property; choose one's work, change employment, join labor unions and professional associations; establish and operate a business; copyright protection; enter into lawful contracts; just compensation for the taking of private property for public use.</p>
4.3.2	N/A	<p>Describe considerations, criteria, and examples that have been used to deny, limit, or extend protection of individual rights</p> <p>Examples may 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.</p> <p>Examples may include but are not limited to: Dred Scott, Plessy v. Ferguson, Korematsu v. United States.</p>

C5 The United States of America and World Affairs

5.1 Formation and Implementation of U.S. Foreign Policy

Standard	2007	2019
5.1.1	Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws,	Identify and describe ways in which foreign policy is made including Constitutional powers of the executive, legislative, and judicial branches and how those powers have been clarified or interpreted over time.

Standard	2007	2019
	participate in political life, stay informed and attentive about public issues, and voting).	Examples may include but are not limited to: Senate treaty ratification powers, Senate advise and consent of political appointments, Congressional declarations of war, War Powers Act of 1973, executive orders and related injunctions, power of the purse.
5.1.2	Compare the rights of citizenship Americans have as a member of a state and the nation.	Analyze past and present examples of U.S. foreign policy, its implementation, and its impact on American and international institutions and individuals. Examples of policies may include but are not limited to: immigration policies, nuclear treaties, Paris Accords and climate change, war on terrorism, space treaties, privatization and militarism of space, the Spanish-American War, American isolationism, the Atlantic Charter, cold war containment, post-cold war policy, modern treaties, tariffs, trade wars, cyber-security, gag rules. Examples of implementation may include but are not limited to: diplomacy, sanctions, treaties, military actions, covert actions, Peace Corps, humanitarian aid.
5.1.3		Describe ways in which groups and individuals influence foreign policy. Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media, individuals' public opinions, interest groups, the media news cycles, think tanks, foreign policy.

5.2 U.S. Role in International Institutions and Affairs

Standard	2007	2019
5.2.1	Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.	Analyze the influence and impact of U.S. political, economic, technological, and cultural developments on countries and people across world. Examples may include but are not limited to: foreign policy, popular culture, fashion, music, democratic values, Constitutional principles, backlash.
5.2.2	Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.	Analyze how international political, economic, technological, and cultural developments impact U.S. institutions and individuals.

Standard	2007	2019
		Examples may include but are not limited to: multinational corporations, terrorism, regional organizations, trade, migration, human trafficking, telecommunications.
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).	Identify and evaluate the roles and responsibilities of the United States in international governmental organizations including bilateral and multilateral agreements. Examples may include but are not limited to: the United Nations, North Atlantic Treaty Organization, Organization of American States, USMCA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, Paris Climate Accords, and Nuclear Non-Proliferation Treaty.
5.2.4		Identify and evaluate international non-governmental organizations. Examples may include but are not limited to: International Red Cross, Amnesty International, Doctors Without Borders.

5.3 *Rights of Citizenship*

Standard	2007	2019
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).	N/A
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).	N/A
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).	N/A
5.3.4	Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.	N/A

Standard	2007	2019
5.3.5	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.	N/A
5.3.6	Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.	N/A
5.3.7	Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.	N/A
5.3.8	Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.	N/A
5.3.9	Use examples to explain why rights are not unlimited and absolute.	N/A

5.4 Responsibilities of Citizenship

Standard	2007	2019
5.4.1	Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.	N/A
5.4.2	Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.	N/A
5.4.3	Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.	N/A

5.5 Dispositions of Citizenship

Standard	2007	2019
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	N/A

Standard	2007	2019
	individual rights and choice, and concern for the well-being of others).	
5.5.2	Describe the dispositions thought to encourage Civic Participation 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).	N/A
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.	N/A

C6 Citizenship and Civic Participation in the United States of America

6.1 Citizenship in the United States of America

Standard	2007	2019
6.1.1	Identify and research various viewpoints on significant public policy issues.	Citizenship in the United States of America
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).	Explain how the United States has limited and expanded Citizenship over time. Examples may include but are not limited to: legislation, Constitutional Amendments.
6.1.3	Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of	Compare and contrast rights and representation among U.S. people and Citizens living in states, territories, federal districts, and tribal governments.

Standard	2007	2019
	argument) in analyzing evidence and position statements.	Examples may include but are not limited to: District of Columbia, Guam, Puerto Rico, Northern Mariana Islands, U.S. Virgin Islands, American Samoa, Tribal Governments.
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.	N/A
6.1.5	Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.	N/A

6.2 *Rights and Responsibilities in Civic Society*

Standard	2007	2019
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).	<p>Using examples, explain the rights and responsibilities of U.S. Citizens as well all people living in the United States.</p> <p>Examples unique to Citizens include but are not limited to*: voting in national, state, and local elections, serving as a juror, running for elected office.</p> <p>Examples for all persons living in the United States as lawful permanent residents include but are not limited to: serving in the armed forces, voting in local jurisdictions, serving on some local juries, registering to vote.</p> <p>Examples for all persons living in the United States include but are not limited to:</p> <ul style="list-style-type: none"> • participating in public life • participating in political life • being informed about laws that govern society • respecting and obeying just laws • stay informed and attentive about public issues • monitoring political leaders and governmental agencies • assuming community leadership when appropriate • paying taxes • registering to vote and voting knowledgeably on candidates and issues • performing public service

Standard	2007	2019
		<ul style="list-style-type: none"> • assuming leadership when appropriate *incarceration is an exception in some states
6.2.2	Distinguish between and evaluate the importance of political participation and social participation.	N/A
6.2.3	Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.	N/A
6.2.4	Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.	N/A
6.2.5	Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy	N/A
6.2.6	Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.	N/A
6.2.7	Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation. ¹	N/A
6.2.8	Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.	N/A
6.2.9	Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.	N/A
6.2.10	Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.	N/A

Standard	2007	2019
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.	N/A

6.3 Rights and Responsibilities in Civic Society

Standard	2007	2019
6.3.1	N/A	<p>Explain the personal dispositions which contribute to knowledgeable and engaged participation in civic communities.</p> <p>Examples may include but are not limited to: concern for the well-being of others, 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.</p>
6.3.2		<p>Explain how informed members of society influence civic life.</p> <p>Examples may include but are not limited to: obeying just law, disobeying unjust 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.</p>

6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse

Standard	2007	2019
6.4.1	N/A	Explain and evaluate how people, individually or collectively, seek to bring the United States closer to its democratic values.
6.4.2	N/A	<p>Identify, discuss, and analyze methods individuals and/or groups have chosen to attempt social and legal change. Assess the effects of civil disobedience, social movements, demonstrations, protests on society and law.</p> <p>Examples may include but are not limited to: abolitionists, women's suffrage, Civil</p>

Standard	2007	2019
		Rights movement, direct action, sit-down strikes, walk-outs.
6.4.3	N/A	<p>Identify and describe a local, state, national, or international public-policy issue; research and evaluate multiple solutions; analyze the consequences of each; and propose, defend, and take relevant action to address or resolve the issue.</p> <p>Considerations for research may include but are not limited to: primary and secondary sources, legal documents (Constitutions, court decisions, state law), non-text based information (oral speeches/presentations, political cartoons, campaign advertisements), and other forms of political communication (speeches and blogs).</p> <p>Considerations for analyzing credible sources may 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.</p>
6.4.4	N/A	<p>Equip students with the skills and knowledge to explore multiple pathways for knowledgeable, civic engagement through simulations and/or real-world opportunities for involvement.</p> <p>Examples may include but are not limited to: trials, school board meetings, congressional hearings, running for office, letters to the editor, political campaigns.</p>

ECONOMICS

E1 The Market Economy

1.1 Individual, Business, and Government Decision Making

Individually and collaboratively, students will engage in planned inquiries to explain and demonstrate how individuals confront scarcity, and how market forces influence how they organize, produce, use, and allocate resources in its presence.

Standard	2007	2019
1.1.1	Scarcity, Choice, Opportunity Costs, and Comparative Advantage – Using examples, explain how scarcity, choice, opportunity costs affect decisions that households, businesses, and governments make in the market place	Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.

Standard	2007	2019
	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.	Entrepreneurship – analyze the risks and rewards of entrepreneurship and associate the functions of entrepreneurs with alleviating problems associated with scarcity.
1.1.3	N/A	Marginal Analysis – weigh marginal benefits and marginal costs in decision making.

1.2 Competitive Markets

Individually and collaboratively, students will engage in planned inquiries to 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.

Standard	2007	2019
1.2.1	Business Structures – Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households.	Institutions – describe the roles of various economic institutions and purposes they serve in a market economy. Examples may include but are not limited to: banks, labor unions, markets, corporations, co-operatives, sole proprietorships, partnerships, and not-for-profit organizations.
1.2.2	Price in the Market – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.	Market Structures – identify the characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly market structures. Examples may include but are not limited to: number of producers, similarity of products, barriers to entry, control over prices.
1.2.3	Investment, Productivity and Growth – Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these influence the market.	N/A

1.3 Prices, Supply, and Demand

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

Standard	2007	2019
1.3.1	Law of Supply – Explain the law of supply and analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to	Supply and Demand – use the laws of supply and demand to explain household and business behavior.

Standard	2007	2019
	producers by selling other goods or services, or the number of sellers in a market.	Examples may include but are not limited to: determinants of demand and determinants of supply.
1.3.2	Law of Demand – Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit.	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, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.
1.3.3	Price, Equilibrium, Elasticity, and Incentives – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.	N/A

1.4 Role of Government in the Market

Individually and collaboratively, students will engage in planned inquiries to describe the varied ways in which government impacts households and businesses through policy decisions, regulatory laws, and ordinances, as well as 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.

Standard	2007	2019
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.	Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors. Examples may include but are not limited to: 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.
1.4.2	Government and Consumers – Analyze the role of government in protecting consumers and enforcing contracts, (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.	Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.
1.4.3	Government Revenue and Services – Analyze the ways in which local and state governments generate revenue	Government Revenue and Services – analyze the ways in which local and state

Standard	2007	2019
	(e.g., income, sales, and property taxes) and use that revenue for public services (e.g., parks and highways).	governments generate revenue and use that revenue to supply public services.
1.4.4	Functions of Government – Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, regulation of labor (e.g., minimum wage, child labor, working conditions), and the promotion of economic growth and security.	Market Failure – explain the role for government in dealing with both negative and positive externalities. Examples may include but are not limited to: pollution, vaccinations, education, medical research, government/private partnerships.
1.4.5	Economic Incentives and Government – Identify and explain how monetary and non-monetary incentives affect government officials and voters and explain how government policies affect the behavior of various people including consumers, savers, investors, workers, and producers.	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. Examples may include but are not limited to: subsidies, tariffs, import quotas.
1.4.6	N/A	Price Controls – analyze the impact of price ceilings and price floors on the quantity of a good or service supplied and demanded in a market.

E2 The National Economy of The Unites States of America

2.1 Understanding National Markets

Individually and collaboratively, students will engage in planned inquiries to explain why inflation, unemployment, output, and growth in potential output matter to consumers and producers, as well as associate stable money and interest rates with economic prosperity.

Standard	2007	2019
2.1.1	Income – Describe how individuals and businesses earn income by selling productive resources.	Circular Flow and the National Economy – 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	Circular Flow and the National Economy – Using the concept of circular flow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and non-government agencies in the economy of the United States.	Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.
2.1.3	Financial Institutions and Money Supply – Analyze how decisions by the Federal	N/A

Standard	2007	2019
	Reserve and actions by financial institutions (e.g., commercial banks, credit unions) regarding deposits and loans, impact the expansion and contraction of the money supply.	
2.1.4	Money Supply, Inflation, and Recession – Explain the relationships between money supply, inflation, and recessions.	N/A
2.1.5	Gross Domestic Product (GDP) and Economic Growth – Use GDP data to measure the rate of economic growth in the United States and identify factors that have contributed to this economic growth	N/A
2.1.6	Unemployment – Analyze the character of different types of unemployment including frictional, structural, and cyclical.	N/A
2.1.7	Economic Indicators – Using a number of indicators, such as GDP, per capita GDP, unemployment rates, and Consumer Price Index, analyze the characteristics of business cycles, including the characteristics of peaks, recessions, and expansions.	N/A
2.1.8	Relationship Between Expenditures and Revenue (Circular Flow) – Using the circular flow model, explain how spending on consumption, investment, government and net exports determines national income; explain how a decrease in total expenditures affects the value of a nation's output of final goods and services.	N/A
2.1.9	American Economy in the World – Analyze the changing relationship between the American economy and the global economy including, but not limited to, the increasing complexity of American economic activity (e.g., outsourcing, off-shoring, and supply-chaining) generated by the expansion of the global economy. (National Geography Standard 11, p. 206)	N/A

2.2 Role of Government in the United States Economy

Individually and collaboratively, students will engage in planned inquiries to analyze the role of government in the economy of the United States 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. Students will also analyze how governmental decisions on taxation, spending, protections, and regulations impact macroeconomic goals.

Standard	2007	2019
2.2.1	Federal Government and Macroeconomic Goals – Identify the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).	Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).
2.2.2	Macroeconomic Policy Alternatives – Compare and contrast differing policy recommendations for the role of the Federal government in achieving the macroeconomic goals of stable prices, low unemployment, and economic growth.	Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods and protect property rights. Examples may include but are not limited to: parks and highways, national defense, 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.	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.	Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.
2.2.5	Government Revenue and Services – Analyze the ways in which governments generate revenue on consumption, income and wealth and use that revenue for public services (e.g., parks and highways) and social welfare (e.g., social security, Medicaid, Medicare).	N/A

E3 The International Economy

3.1 Economic Systems

Individually and collaboratively, students will engage in planned inquiries to 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.

Standard	2007	2019
3.1.1	<p>Major Economic Systems – Give examples of and analyze the strengths and weaknesses of major economic systems (command, market and mixed), including their philosophical and historical foundations (e.g., Marx and the Communist Manifesto, Adam Smith and the Wealth of Nations).</p> <p>(National Geography Standard 11, p. 206)</p>	<p>Developing Nations – assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights, and free trade can affect economic growth in developing nations.</p>
3.1.2	<p>Developing Nations – Assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights and free trade can affect economic growth in developing nations. (National Geography Standards 1 and 4, pp. 184 and 190)</p>	<p>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.</p>
3.1.3	<p>International Organizations and the World Economy – Evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and the developed economies of the United States and Western Europe. (National Geography Standard 11, p. 206)</p>	<p>Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.</p> <p>Examples may include but are not limited to: GDP, inflation, unemployment.</p>
3.1.4	<p>GDP and Standard of Living – Using current and historical data on real per capita GDP for the United States, and at least three other countries (e.g., Japan, Somalia, and South Korea) construct a relationship between real GDP and standard of living. (National Geography Standard 11, p. 206)</p>	<p>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.</p>
3.1.5	<p>Comparing Economic Systems – Using the three basic economic questions (e.g., what to produce, how to produce, and for whom to produce), compare and contrast a socialist (command) economy (such as North Korea or Cuba) with the Capitalist as a mixed, free market system of the United States.</p> <p>(National Geography Standard 11, p. 206)</p>	N/A
3.1.6	<p>Impact of Transitional Economies – Analyze the impact of transitional economies, such as in China and India,</p>	N/A

Standard	2007	2019
	on the global economy in general and the American economy in particular. (National Geography Standard 11, p. 206)	

3.2 Economic Interdependence – Trade

Individually and collaboratively, students will engage in planned inquiries to describe how trade generates economic development and interdependence, and analyze the benefits and costs for individuals, producers, and governments.

Standard	2007	2019
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)	Absolute and Comparative Advantage – use the concepts of absolute and comparative advantages to explain why goods and services are produced in one nation or locale versus another.
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)	Domestic Activity and World Trade – assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade. Examples may include but are not limited to: tariffs, quotas, export subsidies, product standards, other barriers.
3.2.3	Exchange Rates and the World Trade – Describe how interest rates in the United States impact the value of the dollar against other currencies (such as the Euro), and explain how exchange rates affect the value of goods and services of the United States in other markets. (National Geography Standard 11, p. 206)	Exchange Rate and World Trade – analyze the effects on trade from a change in an exchange rate between two currencies.
3.2.4	Monetary Policy and International Trade – Analyze how the decisions made by a country's central bank (or the Federal Reserve) impact a nation's international trade. (National Geography Standard 13, p. 210)	The Global Economy and the Marketplace – analyze and describe how the global economy has changed the interaction of buyers and sellers.
3.2.5	The Global Economy and the Marketplace – Analyze and describe how the global economy has changed the interaction of buyers and sellers, such as in the automobile industry. (National Geography Standard 13, p. 210)	N/A

E4 Personal Finance

4.1 Decision Making

Individually and collaboratively, students will engage in planned inquiries to describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.

Standard	2007	2019
4.1.1	Scarcity and Opportunity Costs – Apply concepts of scarcity and opportunity costs to personal financial decision making.	Earning Income – 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. Examples may include but are not limited to: interest, dividends, capital appreciation, income support from the government, social security.
4.1.2	Marginal Benefit and Cost – Use examples and case studies to explain and evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions.	Buying Goods And Services – 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	Personal Finance Strategy – Develop a personal finance strategy for earning, spending, saving and investing resources.	Saving – 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	Key Components of Personal Finance – Evaluate key components of personal finance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing (e.g., 401K, IRAs), and insurance.	Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.
4.1.5	Personal Decisions – Use a decision-making model (e.g., stating a problem, listing alternatives, establishing criteria, weighing options, making the decision, and evaluating the result) to evaluate the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.	Financial Investing – 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	Risk Management Plan – Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).	Protecting and Insuring – 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.

