STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

SAME MATERIAL AS PROVIDED IN JANUARY

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr., Chairman

DATE: January 4, 2005

SUBJECT: Presentation of Social Studies Grade Level Content Expectations

One of the recommendations proposed to the State Board of Education by the Social Studies Task Force was the creation and dissemination of Grade Level Content Expectations in Social Studies. During the summer of 2004, a group of practitioners met to begin that process. For the following several months, groups of educators reviewed, edited, and refined them. We believe that they are now ready for a general review by our educational community.

Attached you will find thirteen (13) documents: Grades K – 8; Grades 9 – 12 Economics; Grades 9 – 12 Government and Civics; Grades 9 - 12 Geography and Global Studies; and Grades 9 – 12 American History (attachment A). The purpose of the presentation is for you to review the documents and provide feedback at a future date. Your official approval will be requested once the general field review is completed and all edits have been made.

Attachment

STATE BOARD OF EDUCATION

KATHLEEN N. STRAUS – PRESIDENT • HERBERT S. MOYER – VICE PRESIDENT
CAROLYN L. CURTIN – SECRETARY • JOHN C. AUSTIN – TREASURER
MARIANNE YARED MCGUIRE – NASBE DELEGATE • ELIZABETH W. BAUER
REGINALD M. TURNER • EILEEN LAPPIN WEISER

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

KINDER-GARTEN

SOCIAL STUDIES

MICHIGAN Department of Education

GRADE LEVEL CONTENT EXPECTATIONS

Me At Home and Schoo

These are DRAFT documents that are open for public comment.
Please DO NOT copy or distribute.

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

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire "curriculum" of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional

The (DRAFT) Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

Social Studies

Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. (Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.)

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

Kindergarten—Me At Home and School

The focus of the social studies curriculum for Kindergarten is **"Me at Home and School"**. A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision-making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

Share Your Ideas

The ***Social Studies Grade Level Content Expectations*** *are in the development phase. Put on your thinking caps and tell us what you think of the work in progress. Send your review comments to:*

Karen R. Todorov
todorok@michigan.gov
Michigan Department of Education
Office of School Improvement
www.michigan.gov/mde

These are DRAFT documents that are open for public comment. Please DO NOT copy or distribute.

HISTORY

By the end of Kindergarten each student will be able to:

- identify events from his/her own life as happening in the past or present.
- identify the characters in stories representing a variety of societies and cultures from the past.
- identify what happened in stories representing a variety of societies and cultures from the past.
- identify where stories representing a variety of societies and cultures from the past happened.

GEOGRAPHY

By the end of Kindergarten each student will be able to:

- distinguish between human and natural characteristics of places in his/her immediate environment.
- distinguish between human wants and needs.
- identify how people use the environment to meet human wants and needs.
- identify locations of significance in his/her immediate environment on simple maps.
- identify regions (and their boundaries) in his/her immediate environment and describe the shared characteristics of each region.

GOVERNMENT

By the end of Kindergarten each student will be able to:

- identify rules at school and in his/her community that students are responsible for upholding and describe the consequence of breaking each rule.
- identify a conflict at school and suggest a strategy to resolve it that is consistent with the core democratic values.
- identify a variety of fair ways for groups to make decisions.

ECONOMICS

By the end of Kindergarten each student will be able to:

- identify an economic need and connect it with a business that will meet that need.
- distinguish between goods and services.
- identify the economic exchanges in which he or she participates.

INQUIRY AND DECISION MAKING

By the end of Kindergarten each student will be able to:

- take a stand on a classroom question or issue.

These are DRAFT documents that are open for public comment. Please DO NOT copy or distribute.

Next Year in Social Studies

By the end of Grade One each student will be able to:

- distinguish among events that represent the past, present, and future.
- identify the characters in stories representing a variety of societies and cultures from the past.
- identify what happened in stories representing a variety of societies and cultures from the past.
- identify where stories representing a variety of societies and cultures from the past happened.
- use a variety of resources to construct a narrative about his/her personal or family histories, or the history of an historical figure.
- explain decisions made by others as reported in stories about the past.
- distinguish between human and natural characteristics of place in his/her school and neighborhood environments.
- describe ways his/her natural environment has been changed by people.
- describe ways his/her life is affected by the natural environment.
- identify regions in his/her school and neighborhood and describe the unique characteristics and boundaries of each.
- describe how school staff members carry out their authority within the school.
- explain how conflicts at school might be resolved in ways that are consistent with the core democratic values.
- describe a variety of fair ways for groups to make decisions.
- identify ways families produce and consume goods and services.
- identify economic exchanges in which he/she participates.
- identify the goods and services his/her school provides and the people who provide them.
- interpret information from simple maps, graphs, tables, and pictographs.
- write a statement taking a stand on a question or issue and support it with his/her opinion.

Michigan State Board of Education

Kathleen N. Straus
President
Bloomfield Township

Carolyn L. Curtin
Secretary
Evart

John C. Austin
Treasurer
Ann Arbor

Marianne Yared McGuire
NASBE Delegate
Detroit

Elizabeth W. Bauer
Member
Birmingham

Nancy Danhof
Member
East Lansing

Reginald M. Turner
Member
Detroit

Eileen Lappin Weiser
Member
Ann Arbor

Gov. Jennifer M. Granholm
Ex Officio

Thomas D. Watkins, Jr.
Chairman
Superintendent of Public Instruction
Ex Officio

Jeremy M. Hughes, Ph.D.
Deputy Superintendent /
Chief Academic Officer

Dr. Yvonne Caamal Canul
Director
Office of School Improvement

These are DRAFT documents that are open for public comment. Please DO NOT copy or distribute.

MICHIGAN Department of Education
Office of School Improvement

Michigan Department of Education
Office of School Improvement
Dr. Yvonne Caamal Canul, Director
p: (517) 241-3147 **website:** www.michigan.gov/mde

GRADE ONE

SOCIAL STUDIES

MICHIGAN Department of Education

GRADE LEVEL CONTENT EXPECTATIONS

My Family, School, and Neighborhood

These are DRAFT documents that are open for public comment.
Please DO NOT copy or distribute.

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

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire "curriculum" of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional

The (DRAFT) Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

Social Studies

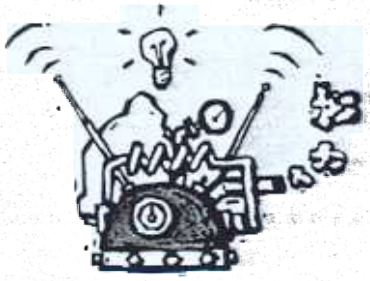
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. (Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.)

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

Grade One—My Family, School, and Neighborhood

The focus of the social studies curriculum for Grade One is **"My Family, School, and Neighborhood"**. A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision-making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

Share Your Ideas



The **Social Studies Grade Level Content Expectations** *are in the development phase. Put on your thinking caps and tell us what you think of the work in progress. Send your review comments to:*

Karen R. Todorov
todorok@michigan.gov
Michigan Department of Education
Office of School Improvement
www.michigan.gov/mde

These are DRAFT documents that are open for public comment. Please DO NOT copy or distribute.

HISTORY

By the end of Grade One each student will be able to:

- distinguish among events that represent the past, present, and future.
- identify the characters in stories representing a variety of societies and cultures from the past.
- identify what happened in stories representing a variety of societies and cultures from the past.
- identify where stories representing a variety of societies and cultures from the past happened.
- use a variety of resources to construct a narrative about his/her personal or family history, or the history of an historical figure.
- explain decisions made by others as reported in stories about the past.

GEOGRAPHY

By the end of Grade One each student will be able to:

- distinguish between human and natural characteristics of place in his/her school and neighborhood environments.
- describe ways his/her natural environment has been changed by people.
- describe ways his/her life is affected by the natural environment.
- identify regions in his/her school and neighborhood and describe the unique characteristics and boundaries of each.

GOVERNMENT

By the end of Grade One each student will be able to:

- describe how school staff members carry out their authority within the school.
- explain how conflicts at school might be resolved in ways that are consistent with the core democratic values.
- describe a variety of fair ways for groups to make decisions.

ECONOMICS

By the end of Grade One each student will be able to:

- identify ways families produce and consume goods and services.
- identify economic exchanges in which he/she participates.
- identify the goods and services his/her school provides and the people who provide them.

INQUIRY AND DECISION MAKING

By the end of Grade One each student will be able to:

- interpret information from simple maps, graphs, tables, and pictographs.
- write a statement taking a stand on a question or issue and support it with his/her opinion.

These are DRAFT documents that are open for public comment. Please DO NOT copy or distribute.

Last Year in Social Studies

By the end of Kindergarten each student will be able to:

- identify events from his/her own life as happening in the past or present.
- identify the characters in stories representing a variety of societies and cultures from the past.
- identify what happened in stories representing a variety of societies and cultures from the past.
- identify where stories representing a variety of societies and cultures from the past happened.
- distinguish between human and natural characteristics of places in his/her immediate environment.
- distinguish between human wants and needs.
- identify how people use the environment to meet human wants and needs.
- identify locations of significance in his/her immediate environment on simple maps.
- identify regions (and their boundaries) in his/her immediate environment and describe the shared characteristics of each region.
- identify rules at school and in his/her community that students are responsible for upholding and describe the consequence of breaking each rule.
- identify a conflict at school and suggest a strategy to resolve it that is consistent with the core democratic values.
- identify a variety of fair ways for groups to make decisions.
- identify an economic need and connect it with a business that will meet that need.
- distinguish between goods and services.
- identify the economic exchanges in which he or she participates.
- take a stand on a classroom question or issue.

Next Year in Social Studies

By the end of Grade Two each student will be able to:

- place events of his/her life and the lives of others in chronological order.
- identify the characters in stories representing a variety of societies and cultures from the past.
- identify what happened in stories representing a variety of societies and cultures from the past.
- identify where stories representing a variety of societies and cultures from the past happened.
- use a variety of resources to construct a narrative about an historical figure.
- explain decisions made by others as reported in stories about the past.
- distinguish between human and natural characteristics of places in the community.
- suggest ways people can help improve the environment of his/her community.
- describe the movement of people, goods, services and ideas in his/her local community.
- compare his/her community and region with other communities and regions.
- cite examples of government carrying out its legal authority in the local community.
- identify rules in the community and describe the consequences for breaking them.
- explain how conflicts at school might be resolved in ways that are consistent with the core democratic values.
- describe a variety of fair ways for communities to make decisions.
- recognize that events in other countries can affect Americans.
- list ways that individuals can conserve the limited resources of time, money, and space.
- identify a good or service that is provided by the local government and identify the source of its funding.
- distinguish between producers and consumers in a market economy.
- interpret information from simple maps, graphs, tables, and pictographs.
- write a statement taking a stand on a question or issue and support it with an explanation.

These are DRAFT documents that are open for public comment. Please DO NOT copy or distribute.

Michigan State Board of Education

Kathleen N. Straus
President
Bloomfield Township

Carolyn L. Curtin
Secretary
Evart

John C. Austin
Treasurer
Ann Arbor

Marianne Yared McGuire
NASBE Delegate
Detroit

Elizabeth W. Bauer
Member
Birmingham

Nancy Danhof
Member
East Lansing

Reginald M. Turner
Member
Detroit

Eileen Lappin Weiser
Member
Ann Arbor

Gov. Jennifer M. Granholm
Ex Officio

Thomas D. Watkins, Jr.
Chairman
Superintendent of Public Instruction
Ex Officio

Jeremy M. Hughes, Ph.D.
Deputy Superintendent /
Chief Academic Officer

Dr. Yvonne Caamal Canul
Director
Office of School Improvement

MICHIGAN Department of Education
Office of School Improvement

Michigan Department of Education
Office of School Improvement
Dr. Yvonne Caamal Canul, Director
p: (517) 241-3147 **website:** www.michigan.gov/mde

GRADE TWO

SOCIAL STUDIES

MICHIGAN Department of Education

GRADE LEVEL CONTENT EXPECTATIONS

Communities

These are DRAFT documents that are open for public comment.
Please DO NOT copy or distribute.

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

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire "curriculum" of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional

The (DRAFT) Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

Social Studies

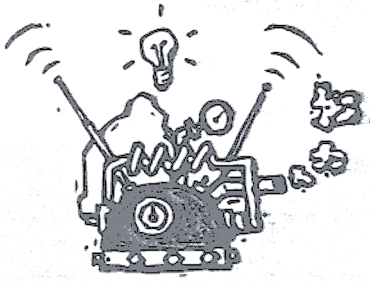
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. (Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.)

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

Grade Two—Communities

The focus of the social studies curriculum for Grade Two is **"Communities"**. A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision-making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

Share Your Ideas



The ***Social Studies Grade Level Content Expectations*** *are in the development phase. Put on your thinking caps and tell us what you think of the work in progress. Send your review comments to:*

Karen R. Todorov
todorok@michigan.gov
Michigan Department of Education
Office of School Improvement
www.michigan.gov/mde

These are DRAFT documents that are open for public comment. Please DO NOT copy or distribute.

HISTORY

By the end of Grade Two each student will be able to:

- place events of his/her life and the lives of others in chronological order.
- identify the characters in stories representing a variety of societies and cultures from the past.
- identify what happened in stories representing a variety of societies and cultures from the past.
- identify where stories representing a variety of societies and cultures from the past happened.
- use a variety of resources to construct a narrative about an historical figure.
- explain decisions made by others as reported in stories about the past.

GEOGRAPHY

By the end of Grade Two each student will be able to:

- distinguish between human and natural characteristics of places in the community.
- suggest ways people can help improve the environment of his/her community.
- describe the movement of people, goods, services and ideas in his/her local community.
- compare his/her community and region with other communities and regions.

GOVERNMENT

By the end of Grade Two each student will be able to:

- cite examples of government carrying out its legal authority in the local community.
- identify rules in the community and describe the consequences for breaking them.
- explain how conflicts at school might be resolved in ways that are consistent with the core democratic values.
- describe a variety of fair ways for communities to make decisions.
- recognize that events in other countries can affect Americans.

ECONOMICS

By the end of Grade Two each student will be able to:

- list ways that individuals can conserve the limited resources of time, money, and space.
- identify a good or service that is provided by the local government and identify the source of its funding.
- distinguish between producers and consumers in a market economy.

INQUIRY AND DECISION MAKING

By the end of Grade Two each student will be able to:

- interpret information from simple maps, graphs, tables, and pictographs.
- write a statement taking a stand on a question or issue and support it with an explanation.

These are DRAFT documents that are open for public comment. Please DO NOT copy or distribute.

Last Year in Social Studies

By the end of Grade One each student will be able to:

- distinguish among events that represent the past, present, and future.
- identify the characters in stories representing a variety of societies and cultures from the past.
- identify what happened in stories representing a variety of societies and cultures from the past.
- identify where stories representing a variety of societies and cultures from the past happened.
- use a variety of resources to construct a narrative about his/her personal or family history, or history of an historical figure.
- explain decisions made by others as reported in stories about the past.
- distinguish between human and natural characteristics of place in his/her school and neighborhood environments.
- describe ways his/her natural environment has been changed by people.
- describe ways his/her life is affected by the natural environment.
- identify regions in his/her school and neighborhood and describe the unique characteristics and boundaries of each.
- describe how school staff members carry out their authority within the school.
- explain how conflicts at school might be resolved in ways that are consistent with the core democratic values.
- describe a variety of fair ways for groups to make decisions.
- identify ways families produce and consume goods and services.
- identify economic exchanges in which he/she participates.
- identify the goods and services his/her school provides and the people who provide them.
- interpret information from simple maps, graphs, tables, and pictographs.
- write a statement taking a stand on a question or issue and support it with his/her opinion.

Next Year in Social Studies

By the end of Grade Three each student will be able to:

- measure chronological time by decades and centuries.
- use narratives and graphic data to compare the past and present day life of a region's local community.
- explain the reasons for the characteristics and locations of diverse types of regions.
- explain how various people or cultures have adapted to or modified the environment.
- explain how transportation or communication link people and regions.
- describe characteristics that could be used to define a region.
- describe the geography of major United States regions and compare the regions.
- interpret the meaning of the fundamental beliefs as expressed in the core democratic values.
- explain how law is used to manage conflict peacefully.
- describe how citizens participate in elections.
- explain the concept of scarcity when people make economic decisions.
- identify the opportunity costs in personal decision-making situations.
- use a decision-making model to explain a personal economic choice involving a scarcity of time, money, or space.
- describe how people act in a region as producers and consumers.
- organize social studies information to make simple maps, graphs, tables, and interpret what they mean.
- pose issues of regional concern as public policy questions.
- analyze an issue of regional concern based on the fundamental beliefs as expressed in the core democratic values.
- take a stand on a regional policy issue, support it with data, and use a variety of formats and/or technologies present it to the class.

These are DRAFT documents that are open for public comment. Please DO NOT copy or distribute.

Michigan State Board of Education

Kathleen N. Straus
President
Bloomfield Township

Carolyn L. Curtin
Secretary
Evart

John C. Austin
Treasurer
Ann Arbor

Marianne Yared McGuire
NASBE Delegate
Detroit

Elizabeth W. Bauer
Member
Birmingham

Nancy Danhof
Member
East Lansing

Reginald M. Turner
Member
Detroit

Eileen Lappin Weiser
Member
Ann Arbor

Gov. Jennifer M. Granholm
Ex Officio

Thomas D. Watkins, Jr.
Chairman
Superintendent of Public Instruction
Ex Officio

Jeremy M. Hughes, Ph.D.
Deputy Superintendent / Chief Academic Officer

Dr. Yvonne Caamal Canul
Director
Office of School Improvement

MICHIGAN Department of Education
Office of School Improvement

Michigan Department of Education
Office of School Improvement
Dr. Yvonne Caamal Canul, Director
p: (517) 241-3147 **website:** www.michigan.gov/mde

GRADE THREE

SOCIAL STUDIES

MICHIGAN Department of Education

GRADE LEVEL CONTENT EXPECTATIONS

Regions

These are DRAFT documents that are open for public comment.
Please DO NOT copy or distribute.

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

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire "curriculum" of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional

The (DRAFT) Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

Social Studies

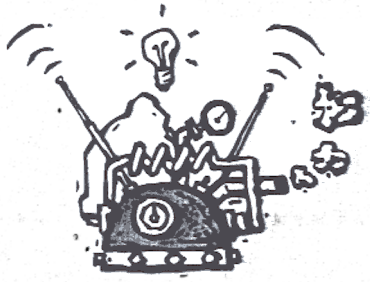
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. (Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.)

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

Grade Three—Regions

The focus of the social studies curriculum for Grade Three is **"Regions"**. A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision-making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

Share Your Ideas



The ***Social Studies Grade Level Content Expectations*** *are in the development phase. Put on your thinking caps and tell us what you think of the work in progress. Send your review comments to:*

Karen R. Todorov
todorok@michigan.gov
Michigan Department of Education
Office of School Improvement
www.michigan.gov/mde

These are DRAFT documents that are open for public comment. Please DO NOT copy or distribute.

HISTORY

By the end of Grade Three each student will be able to:

- measure chronological time by decades and centuries.
- use narratives and graphic data to compare the past and present day life of a region's local community.

GEOGRAPHY

By the end of Grade Three each student will be able to:

- explain the reasons for the characteristics and locations of diverse types of regions.
- explain how various people or cultures have adapted to or modified the environment.
- explain how transportation or communication link people and regions.
- describe characteristics that could be used to define a region.
- describe the geography of major United States regions and compare the regions.

GOVERNMENT

By the end of Grade Three each student will be able to:

- interpret the meaning of the fundamental beliefs as expressed in the core democratic values.
- explain how law is used to manage conflict peacefully.
- describe how citizens participate in elections.

ECONOMICS

By the end of Grade Three each student will be able to:

- explain the concept of scarcity when people make economic decisions.
- identify the opportunity costs in personal decision-making situations.
- use a decision-making model to explain a personal economic choice involving a scarcity of time, money, or space.
- describe how people act in a region as producers and consumers.

INQUIRY AND DECISION MAKING

By the end of Grade Three each student will be able to:

- organize social studies information to make simple maps, graphs, tables, and interpret what they mean.
- pose issues of regional concern as public policy questions.
- analyze an issue of regional concern based on the fundamental beliefs as expressed in the core democratic values.
- take a stand on a regional policy issue, support it with data, and use a variety of formats and/or technologies to present it to the class.

These are DRAFT documents that are open for public comment. Please DO NOT copy or distribute.

Last Year in Social Studies

By the end of Grade Two each student will be able to:

- place events of his/her life and the lives of others in chronological order.
- identify the characters in stories representing a variety of societies and cultures from the past.
- identify what happened in stories representing a variety of societies and cultures from the past.
- identify where stories representing a variety of societies and cultures from the past happened.
- use a variety of resources to construct a narrative about an historical figure.
- explain decisions made by others as reported in stories about the past.
- distinguish between human and natural characteristics of places in the community.
- suggest ways people can help improve the environment of his/her community.
- describe the movement of people, goods, services and ideas in his/her local community.
- compare his/her community and region with other communities and regions.
- cite examples of government carrying out its legal authority in the local community.
- identify rules in the community and describe the consequences for breaking them.
- explain how conflicts at school might be resolved in ways that are consistent with the core democratic values.
- describe a variety of fair ways for communities to make decisions.
- recognize that events in other countries can affect Americans.
- list ways that individuals can conserve the limited resources of time, money, and space.
- identify a good or service that is provided by the local government and identify the source of its funding.
- distinguish between producers and consumers in a market economy.
- interpret information from simple maps, graphs, tables, and pictographs.
- write a statement taking a stand on a question or issue and support it with an explanation.

Next Year in Social Studies

By the end of Grade Four each student will be able to:

- place major events in the history of the State of Michigan in chronological order.
- summarize the sequence of key events in stories describing life from the past in Michigan.
- use narratives and graphic data to compare Michigan's past with present day life.
- describe the location, use, and importance of different kinds of resources in Michigan and the positive and negative consequences of their use.
- explain how various peoples and cultures have adapted to and modified the natural environment of Michigan.
- describe major kinds of economic activity in Michigan and explain the factors influencing their location.
- describe some of the major movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.
- describe the physical , human, and economic geography of contemporary Michigan.
- give examples of authority and the use of power without authority.
- distinguish between local and state government and describe the roles of governmental institutions at the local and state level.
- describe how state courts resolve conflict.
- explain the basic organization of state government.
- distinguish among making, enforcing and interpreting laws and identify who is responsible for each.
- describe how citizens participate in elections.
- distinguish among individual ownership, partnership, and corporation.
- distinguish among natural resources, human capital, and capital equipment in the production of a good or service.
- explain how prices are determined in a market economy.
- analyze how Michigan's location has influenced its economic development.
- describe how Michigan businesses are involved in trade as producers, consumers, importers, and exporters.
- organize social studies information about the State of Michigan to make maps, graphs, tables, and interpret what they mean.
- pose issues of state concern as public policy questions.
- take a stand on a state policy issue, support it with data, and use a variety of formats and/or technologies to present it to the class.
- compose a short persuasive essay on a state public policy issue by taking a position and supporting it using data and a core democratic value.
- take a stand on a regional policy issue, support it with data, and use a variety of formats and/or technologies to present it to the class.

These are DRAFT documents that are open for public comment. Please DO NOT copy or distribute.

MICHIGAN Department of Education
Office of School Improvement

Michigan Department of Education
Office of School Improvement
Dr. Yvonne Caamal Canul, Director
p: (517) 241-3147 **website:** www.michigan.gov/mde

Michigan State Board of Education

Kathleen N. Straus
President
Bloomfield Township

Carolyn L. Curtin
Secretary
Evart

John C. Austin
Treasurer
Ann Arbor

Marianne Yared McGuire
NASBE Delegate
Detroit

Elizabeth W. Bauer
Member
Birmingham

Nancy Danhof
Member
East Lansing

Reginald M. Turner
Member
Detroit

Eileen Lappin Weiser
Member
Ann Arbor

Gov. Jennifer M. Granholm
Ex Officio

Thomas D. Watkins, Jr.
Chairman
Superintendent of Public Instruction
Ex Officio

Jeremy M. Hughes, Ph.D.
Deputy Superintendent /
Chief Academic Officer

Dr. Yvonne Caamal Canul
Director
Office of School Improvement

GRADE FOUR

SOCIAL STUDIES

MICHIGAN Department of Education

GRADE LEVEL CONTENT EXPECTATIONS

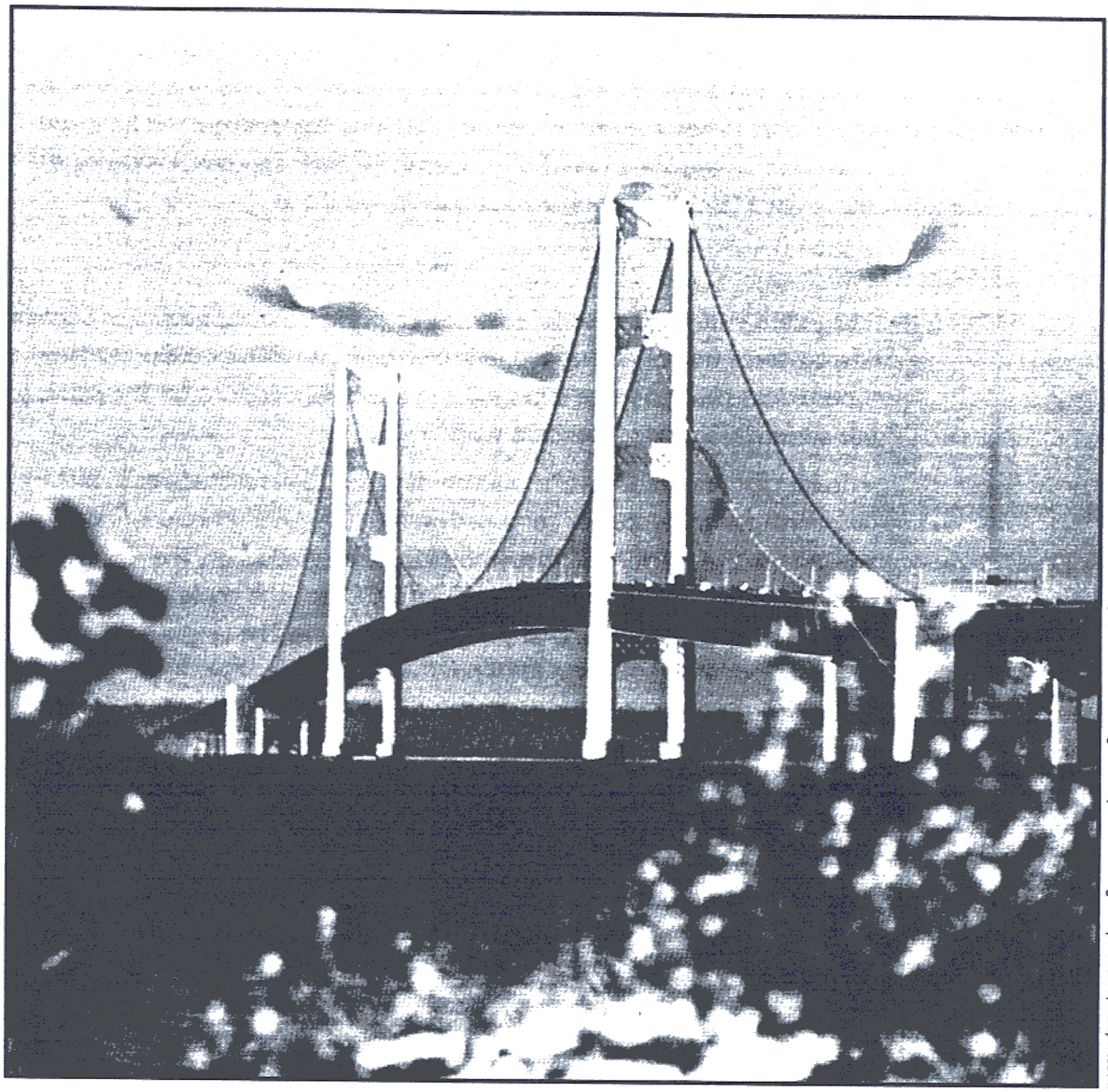


Photo courtesy of the Mackinac Bridge Authority and the Michigan Department of Transportation.

Michigan

These are DRAFT documents that are open for public comment.
Please DO NOT copy or distribute.

NEXT PAGE