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

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Social Studies

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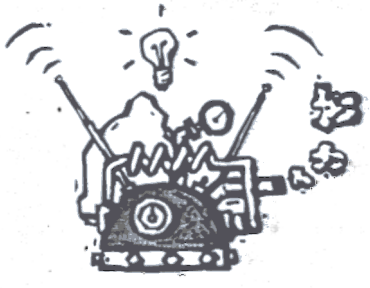
The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten 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 Four—Michigan

The focus of the social studies curriculum for Grade Four is **"Michigan"**. 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



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

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HISTORY

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.

GEOGRAPHY

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

- describe the location, use, and importance of different kinds of resources in Michigan and explain the positive and negative consequences of their use.
- explain how various peoples and cultures have adapted to and modified Michigan's natural environment.
- 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.

GOVERNMENT

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

- 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.

ECONOMICS

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

- 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.

INQUIRY AND DECISION MAKING

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

- 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.

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Last 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 to present it to the class.

Next Year in Social Studies

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

- place major events in the early history of the United States in chronological order.
- use narratives and graphic data to compare the early history of the United States with present day.
- interpret conflicting accounts of events in United States history from *The Meeting of the Three Worlds* to the *Ratification of the Bill of Rights 1791*.
- identify major decisions made to solve problems from the past and evaluate those decisions in terms of core democratic values.
- locate or describe the major regions and cultures of what is now the United States from *The Meeting of the Three Worlds* to the *Ratification of the Bill of Rights 1791*, and compare their characteristics.
- describe how various peoples or cultures have adapted to or modified the environment of what is now the United States between *The Meeting of the Three Worlds* to the *Ratification of the Bill of Rights 1791*.
- describe and explain some of the major movements of goods, people, or jobs and information to or within what is now the United States during the time period of *The Meeting of the Three Worlds* to the *Ratification of the Bill of Rights 1791*, and in topics of current events.
- distinguish among local, state, and national government in the United States and describe the roles of governmental institutions at all three levels.
- explain how limiting the power of government protects individual rights.
- interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law, and equal protection of the law.
- explain the basic organization of state and federal governments.
- describe how state and federal courts resolve conflict.
- describe how citizens participate in elections.
- explain various way that nations interact with each other.
- explain various ways that the United States interacts with the nations of the world.
- explain the concept of scarcity in the early history of America.
- identify the opportunity costs in the early history of America.
- identify which public goods and services are provided by each level of government and that taxes are used to fund them.
- describe how businesses are involved in trade as producers, consumers, importers, and exporters in the early history of America.
- gather and analyze social science information about local, state or national communities from maps, graphs, charts, and tables.
- compose a persuasive essay on a state, local or national public policy issue, taking a position and supporting it using data and a core democratic value.

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Office of School Improvement

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Deputy Superintendent / Chief Academic Officer

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Director
Office of School Improvement

GRADE FIVE

SOCIAL STUDIES

MICHIGAN Department of Education

GRADE LEVEL CONTENT EXPECTATIONS

Early America

(Beginnings to the Ratification of the Bill of Rights **79**

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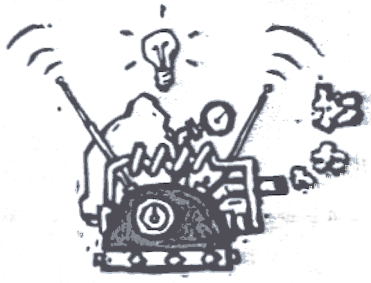
Grade Five—Early America: Beginnings to the Ratification of the Bill of Rights 1791

The focus of the social studies curriculum for Grade Five is **"Early America Beginnings to the Ratification of the Bill of Rights 1791"**. 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



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Social Studies Content Expectations — Grade Five

HISTORY

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

- place major events in the early history of the United States in chronological order.
- use narratives and graphic data to compare the early history of the United States with present day.
- interpret conflicting accounts of events in United States history from *The Meeting of the Three Worlds* to the *Ratification of the Bill of Rights 1791*.
- identify major decisions made to solve problems from the past and evaluate those decisions in terms of core democratic values.

GEOGRAPHY

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

- locate or describe the major regions and cultures of what is now the United States from *The Meeting of the Three Worlds* to the *Ratification of the Bill of Rights 1791*, and compare their characteristics.
- describe how various peoples or cultures have adapted to or modified the environment of what is now the United States between *The Meeting of the Three Worlds* to the *Ratification of the Bill of Rights 1791*.
- describe and explain some of the major movements of goods, people, or jobs and information to or within what is now the United States during the time period of *The Meeting of the Three Worlds* to the *Ratification of the Bill of Rights 1791*, and in topics of current events.

GOVERNMENT

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

- distinguish among local, state, and national government in the United States and describe the roles of governmental institutions at all three levels.
- explain how limiting the power of government protects individual rights.
- interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law, and equal protection of the law.
- explain the basic organization of state and federal governments.
- describe how state and federal courts resolve conflict.
- describe how citizens participate in elections.
- explain various way that nations interact with each other.
- explain various ways that the United States interacts with the nations of the world.

ECONOMICS

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

- explain the concept of scarcity in the early history of America.
- identify the opportunity costs in the early history of America.
- identify which public goods and services are provided by each level of government and that taxes are used to fund them.
- describe how businesses are involved in trade as producers, consumers, importers, and exporters in the early history of America.

INQUIRY AND DECISION MAKING

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

- gather and analyze social science information about local, state or national communities from maps, graphs, charts, and tables.
- compose a persuasive essay on a state, local or national public policy issue, taking a position and supporting it using data and a core democratic value.

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Last 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 explain 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.

Next Year in Social Studies

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

- trace the historical origins of a contemporary problem in Canada, Central and South America.
- use primary and secondary resources to analyze significant events that shaped the development of the Western Hemisphere.
- identify the responses of individuals from the Western Hemisphere to historic violations of human dignity involving discrimination, persecution or crimes against humanity.
- describe and compare characteristics of Western Hemisphere cultures, including language, religion, belief systems, and traditions.
- describe the consequences of human/environment interactions in several different regional environments within the Western Hemisphere.
- locate and describe major cultural, economic, political, climatic and physical regions of the Western Hemisphere.
- explain how humans modify the environment and describe some of the possible consequences of these modifications on the Western Hemisphere.
- compare the representative democracy of the United States with other forms of government in the Western Hemisphere.
- describe the purposes and functions of select international organizations and treaties.
- describe the means used by the United States to resolve international conflicts in the Western Hemisphere.
- identify the current and potential contributions of regions in the Western Hemisphere to world trade.
- identify and describe select forms of economic measurement.
- describe the effects of current public policy on businesses in the Western Hemisphere.
- interpret social science information about the countries of the Western Hemisphere from a variety of sources.
- answer and report on a question posed about the Western Hemisphere using supporting evidence and a variety of formats and/or technologies.
- explain how culture and experience shape positions that people take on an issue.
- compose persuasive essays expressing decisions on public policy issues by taking a position and supporting it using data, core democratic values, and prior social studies knowledge.

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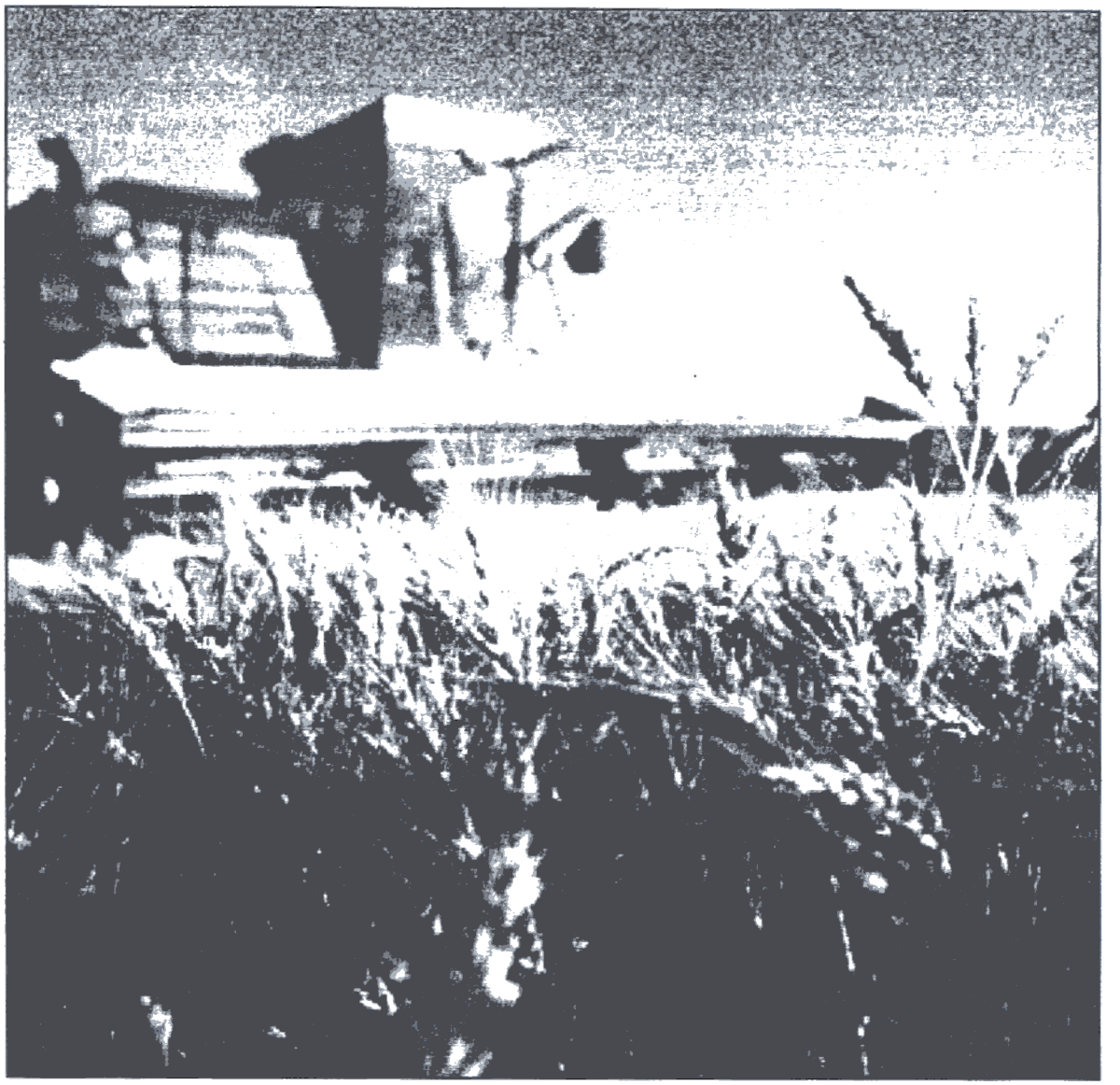
GRADE SIX

SOCIAL STUDIES

MICHIGAN Department of Education

GRADE LEVEL CONTENT EXPECTATIONS



The Western Hemisphere

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Grade Six—The Western Hemisphere

The focus of the social studies curriculum for Grade Six is **"The Western Hemisphere"**. 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.

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Social Studies Content Expectations — Grade Six

HISTORY

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

- trace the historical origins of a contemporary problem in Canada, Central and South America.
- use primary and secondary resources to analyze significant events that shaped the development of the Western Hemisphere.
- identify the responses of individuals from the Western Hemisphere to historic violations of human dignity involving discrimination, persecution or crimes against humanity.
- describe and compare characteristics of Western Hemisphere cultures, including language, religion, belief systems, and traditions.

GEOGRAPHY

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

- describe the consequences of human/environment interactions in several different regional environments within the Western Hemisphere.
- locate and describe major cultural, economic, political, climatic and physical regions of the Western Hemisphere.
- explain how humans modify the environment and describe some of the possible consequences of these modifications on the Western Hemisphere.

GOVERNMENT

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

- compare the representative democracy of the United States with other forms of government in the Western Hemisphere.
- describe the purposes and functions of select international organizations and treaties.
- describe the means used by the United States to resolve international conflicts in the Western Hemisphere.

ECONOMICS

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

- identify the current and potential contributions of regions in the Western Hemisphere to world trade
- identify and describe select forms of economic measurement.
- describe the effects of current public policy on businesses in the Western Hemisphere.

INQUIRY AND DECISION MAKING

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

- interpret social science information about the countries of the Western Hemisphere from a variety of sources.
- answer and report on a question posed about the Western Hemisphere using supporting evidence and a variety of formats and/or technologies.
- explain how culture and experience shape positions that people take on an issue.
- compose persuasive essays expressing decisions on public policy issues by taking a position and supporting it using data, core democratic values, and prior social studies knowledge.

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Last Year in Social Studies

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

- place major events in the early history of the United States in chronological order.
- use narratives and graphic data to compare the early history of the United States with present day.
- interpret conflicting accounts of events in United States history from *The Meeting of the Three Worlds* to the *Ratification of the Bill of Rights 1791*.
- identify major decisions made to solve problems from the past and evaluate those decisions in terms of core democratic values.
- locate or describe the major regions and cultures of what is now the United States from *The Meeting of the Three Worlds* to the *Ratification of the Bill of Rights 1791*, and compare their characteristics.
- describe how various peoples or cultures have adapted to or modified the environment of what is now the United States between *The Meeting of the Three Worlds* to the *Ratification of the Bill of Rights 1791*.
- describe and explain some of the major movements of goods, people, or jobs and information to or within what is now the United States during the time period of *The Meeting of the Three Worlds* to the *Ratification of the Bill of Rights 1791*, and in topics of current events.
- distinguish among local, state, and national government in the United States and describe the roles of governmental institutions at all three levels.
- explain how limiting the power of government protects individual rights.
- interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law, and equal protection of the law.
- explain the basic organization of state and federal governments.
- describe how state and federal courts resolve conflict.
- describe how citizens participate in elections.
- explain various way that nations interact with each other.
- explain various ways that the United States interacts with the nations of the world.
- explain the concept of scarcity in the early history of America.
- identify the opportunity costs in the early history of America.
- identify which public goods and services are provided by each level of government and that taxes are used to fund them.
- describe how businesses are involved in trade as producers, consumers, importers, and exporters in the early history of America.
- gather and analyze social science information about local, state or national communities from maps, graphs, charts, and tables.
- compose a persuasive essay on a state, local or national public policy issue, taking a position and supporting it using data and core democratic values.

Next Year in Social Studies

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

- trace the historical origins of a contemporary problem in the Eastern Hemisphere.
- use primary and secondary resources to analyze significant events that shaped the development of the Eastern Hemisphere.
- identify the responses of individuals from the Eastern Hemisphere to historic violations of human dignity involving discrimination, persecution or crimes against humanity.
- describe and compare characteristics of Eastern Hemisphere cultures, including language, religion, belief systems, and traditions.
- describe the consequences of human/environment interactions in several different types of environments within the Eastern Hemisphere.
- locate and describe major cultural, economic, political, climatic and physical regions of the Eastern Hemisphere.
- explain the cause and consequence of a major economic or political connection between the United States and a region of the Eastern Hemisphere.
- explain why people live and work as they do in different regions of the Eastern Hemisphere.
- compare the representative democracy of the United States with other forms of government in the Eastern Hemisphere.
- describe the purposes and functions of select international organizations and treaties.
- describe the means used by the United States to resolve international conflicts in the Eastern Hemisphere.
- identify the current and potential contributions of regions in the Eastern Hemisphere to world trade.
- identify and describe select forms of economic measurement.
- interpret social science information about the countries of the Eastern Hemisphere from a variety of sources.
- answer and report on a question posed about the Eastern Hemisphere using supporting evidence and a variety of formats and/or technologies.
- explain how culture and experience shape positions that people take on an issue.
- compose persuasive essays expressing decisions on public policy issues by taking a position and supporting it using data, core democratic values, and prior social studies knowledge.

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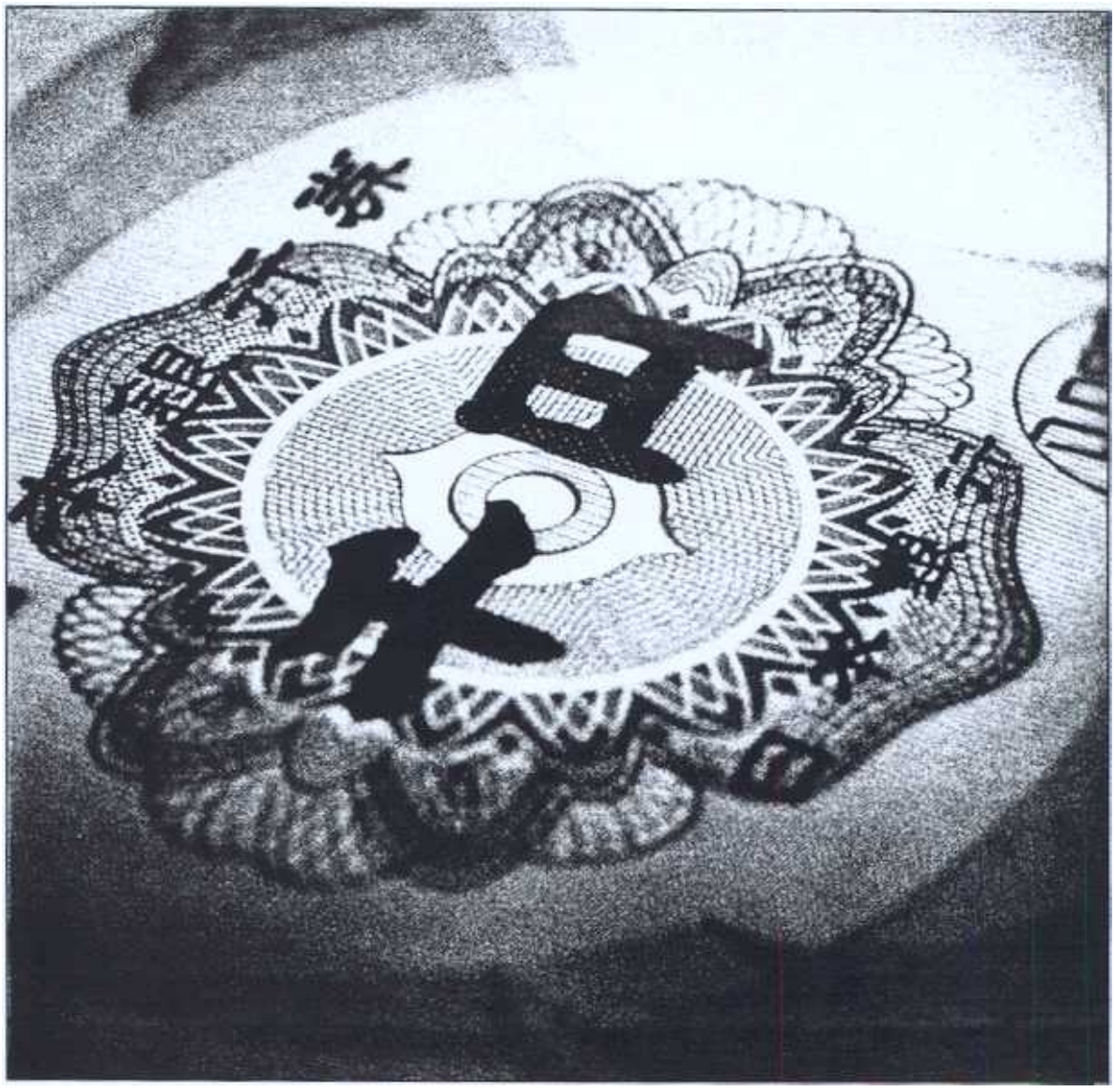
GRADE SEVEN

SOCIAL STUDIES

MICHIGAN Department of Education

GRADE LEVEL CONTENT EXPECTATIONS



The Eastern Hemisphere

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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 Seven—The Eastern Hemisphere

The focus of the social studies curriculum for Grade Seven is **"The Eastern Hemisphere"**. 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

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HISTORY

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

- trace the historical origins of a contemporary problem in the Eastern Hemisphere.
- use primary and secondary resources to analyze significant events that shaped the development of the Eastern Hemisphere.
- identify the responses of individuals from the Eastern Hemisphere to historic violations of human dignity involving discrimination, persecution or crimes against humanity.
- describe and compare characteristics of Eastern Hemisphere cultures, including language, religion, belief systems, and traditions.

GEOGRAPHY

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

- describe the consequences of human/environment interactions in several different types of environments within the Eastern Hemisphere.
- locate and describe major cultural, economic, political, climatic and physical regions of the Eastern Hemisphere.
- explain the cause and consequence of a major economic or political connection between the United States and a region of the Eastern Hemisphere.
- explain why people live and work as they do in different regions of the Eastern Hemisphere.

GOVERNMENT

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

- compare the representative democracy of the United States with other forms of government in the Eastern Hemisphere.
- describe the purposes and functions of select international organizations and treaties.
- describe the means used by the United States to resolve international conflicts in the Eastern Hemisphere.

ECONOMICS

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

- identify the current and potential contributions of regions in the Eastern Hemisphere to world trade.
- identify and describe select forms of economic measurement.

INQUIRY AND DECISION MAKING

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

- interpret social science information about the countries of the Eastern Hemisphere from a variety of sources.
- answer and report on a question posed about the Eastern Hemisphere using supporting evidence and a variety of formats and/or technologies.
- explain how culture and experience shape positions that people take on an issue.
- compose persuasive essays expressing decisions on public policy issues by taking a position and supporting it using data, core democratic values, and prior social studies knowledge.

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Last Year in Social Studies

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

- trace the historical origins of a contemporary problem in Canada, Central and South America.
- use primary and secondary resources to analyze significant events that shaped the development of the Western Hemisphere.
- identify the responses of individuals from the Western Hemisphere to historic violations of human dignity involving discrimination, persecution or crimes against humanity.
- describe and compare characteristics of Western Hemisphere cultures, including language, religion, belief systems, and traditions.
- describe the consequences of human/environment interactions in several different regional environments within the Western Hemisphere.
- locate and describe major cultural, economic, political, climatic and physical regions of the Western Hemisphere.
- explain how humans modify the environment and describe some of the possible consequences of these modifications on the Western Hemisphere.
- compare the representative democracy of the United States with other forms of government in the Western Hemisphere.
- describe the purposes and functions of select international organizations and treaties.
- describe the means used by the United States to resolve international conflicts in the Western Hemisphere.
- identify the current and potential contributions of regions in the Western Hemisphere to world trade.
- identify and describe select forms of economic measurement.
- describe the effects of current public policy on businesses in the Western Hemisphere.
- interpret social science information about the countries of the Western Hemisphere from a variety of sources.
- answer and report on a question posed about the Western Hemisphere using supporting evidence and a variety of formats and/or technologies.
- explain how culture and experience shape positions that people take on an issue.
- compose persuasive essays expressing decisions on public policy issues by taking a position and supporting it using data, core democratic values, and prior social studies knowledge.

Next Year in Social Studies

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

- identify and describe the impact of important people, events, institutions, and inventions that characterized the eras for United States history from 1788 to 1900.
- use narratives and graphic data to describe the settings (when and where) of significant events that shaped the United States as a nation from 1788 to 1900.
- identify and describe disparities between the American ideal of equality and reality in the context of the history of the United States from 1788 to 1900.
- use primary and secondary resources to analyze significant events that shaped the development of the United States between 1788 to 1900.
- identify factors that contributed to a major decision made in United States history from 1788 to 1900.
- use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of United States history from 1788 to 1900.
- show that historical knowledge is tentative and subject to change when new information is discovered.
- identify why people lived or worked as they did in different regions of the United States between 1788 to 1900.
- identify and describe how and why people, goods, services, and information moved within and between regions of the United States from 1788 to 1900.
- identify and describe how the federal government of the United States served the purposes set forth in the Preamble to the Constitution.
- identify and describe the means for limiting the powers of government established by the United States Constitution.
- describe the role of the government in regulating commerce.
- identify and describe how the Constitution is maintained as the supreme law of the land.
- use a case study from United States history from 1788 to 1900 to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in the American economy.
- describe how business practices, profits, and the willingness to take risks enable an entrepreneur to operate.
- describe the purpose of protective tariffs and their effects.
- identify and describe the roles of the various economic institutions which comprise the American economic system such as business firms, households, labor unions, banks and the government.
- interpret social science information about the Nineteenth Century United States from a variety of sources.
- answer and report on a question posed about the Nineteenth Century United States using supporting evidence and a variety of formats and/or technologies.
- explain how culture and experience shape positions that people take on an issue.
- compose persuasive essays expressing decisions on public policy issues by taking a position and supporting it using data, core democratic values, and prior social studies knowledge.

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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

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GRADE EIGHT

SOCIAL STUDIES

MICHIGAN Department of Education

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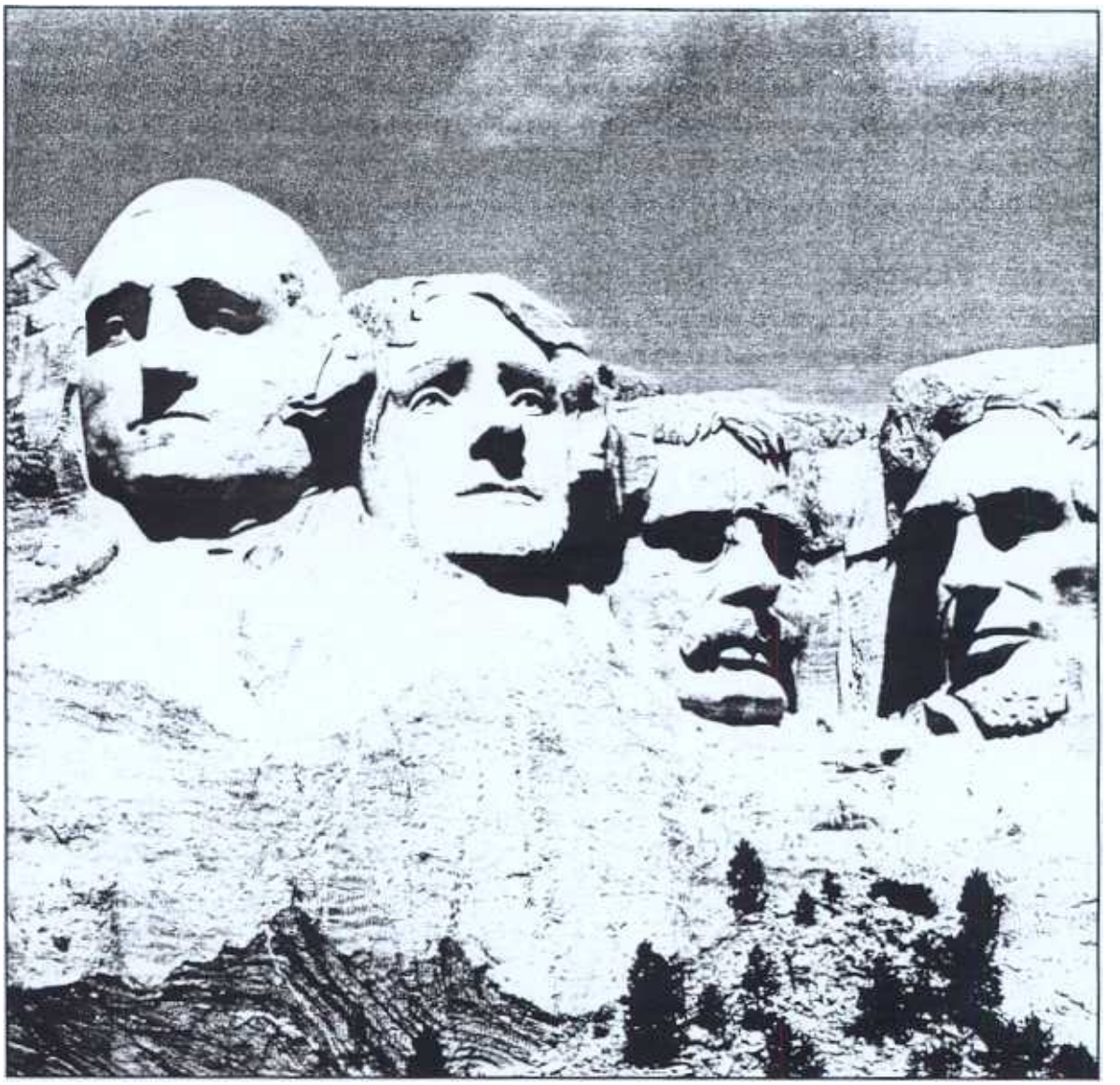

Nineteenth Century United States

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