

GRADE LEVEL CONTENT EXPECTATIONS

SOCIAL STUDIES



GRADES K - 8



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

A Note from the K-8 Grade Level Content Expectations Work Group

The purpose of social studies instruction is to develop social understanding and civic efficacy. The draft Grade Level Content Expectations (GLCE) that you will review build disciplinary content and processes we believe contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. We believe that these ideas can be best supported by assessment and instruction that focuses on the Standards for Assessment and the Standards for Teaching and Learning found in the Michigan Curriculum Framework.

Good social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year, students should receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. For this type of thinking to occur, teachers should utilize the following disciplinary processes with their students:

- acquiring, organizing, and presenting social studies information
- conducting investigations on social studies questions
- analyzing public issues in our various communities
- engaging in constructive conversation around social studies topics
- composing cohesive essays expressing a position on public issues
- participating constructively as community members

Respect for the underlying values of a democratic society is developed through effective social studies education. In Michigan, our diverse communities expect that all students will have access to quality social studies instruction and assessment. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences.

We recognize that these content expectations, when approved, will provide the necessary framework for deliberate professional development provided through the Michigan Department of Education, professional organizations, regional education service agencies, university teacher preparation programs, and publishing enterprises. Working collaboratively, teachers, administrators, university personnel, government officials, parents, community organizations, and businesses will prepare Michigan students to become productive 21st century citizens.

The K-8 Social Studies GLCE were developed to meet the following criteria, which will be the basis for the field and national review.

RIGOR

What is the level of intellectual demand of the expectations?

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

CLARITY

Are the expectations clearly written and presented in a logical, easy-to-use format?

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

SPECIFICITY

Are the expectations specific enough to convey the level of performance expected of students?

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

FOCUS

Have tough choices been made about what content is the most important for students to learn?

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

PROGRESSION

Do knowledge and skills build clearly and sensibly on previous learning and increase in intellectual demand from year to year?

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

COHERENCE

Do the expectations convey a unified vision of the discipline, and do they establish connections among the major areas of study?

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

The K-8 Social Studies GLCE development was guided by the following assumptions:

- Existing grade level organization that uses the “expanding environments” or “expanding horizons” framework will be honored by the grade level content expectations, as it relates to the disciplinary **rigor** necessary for the next grade level.
- The grade level expectations will reflect the Michigan Curriculum Framework Social Studies Content Standards, as well as national history (U.S. and World), civics, and economics standards. These standards provide widely understood **clarity** in the social studies community.
- The grade level expectations will provide **specificity**, including examples that strongly convey the level of performance found in the expectation.
- Integration of disciplinary content (history, geography, civics and government, and economics) and disciplinary processes (inquiry, public discourse/decision-making, and citizen involvement) is necessary to **focus** instruction at each grade level. The focus will be provided through integrated units designed around essential questions, big ideas, key concepts, and enduring understandings.
- Vocabulary lists and clarification documents provide support for an entire set of K-12 expectations, enhancing **progression** and **coherence**. Relationships between content areas can be addressed in the format of the listing of expectations. The spiraling of content and processes from simple to complex, and concrete to abstract, should embrace the relevancy needed for school, work, and college.

We thank you in advance for reviewing this draft and for participating in the evaluation of the grade level focus and rigor, the clarity in the language, the specificity of the statements and examples, and the progression and coherence of concepts and skills within the document.

Understanding Temporary Coding for Social Studies GLCE

The draft K-5 Social Studies GLCE are coded using a three-part system.

Kindergarten example – KH3 = Kindergarten, History Strand, 3rd Expectation

5th grade example – 5Q1 = Grade 5, Inquiry and Decision Making Strand, 1st Expectation

The draft expectations for grade five, middle school, and high school are coded using a system that identifies the expectation in three parts.

5th grade example – 3.3.1 = Era 3, Standard 3, 1st Expectation

6th grade example – 5.2.1 = Region 5, Standard 2, 1st Expectation

7th grade example – 4.2.3 = Region 4, Standard 2, 3rd Expectation

8th grade example – 5.3.6 = Era 5, Standard 3, 6th Expectation

Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-5 Social Studies are organized under the seven strands of the Michigan Curriculum Framework Social Studies Content Standards and Benchmarks. Further organization is provided by the national standards and National Assessment of Educational Progress (NAEP) framework for each discipline.

The structure is shown below. The skills and content addressed in these expectations will, in practice, be woven together in a coherent integrated manner in the social studies curriculum. The expectations are meant to inform curriculum and assessment development.

K-5 Social Studies Organizational Structure			
History	Geography	Civics and Government	Economics
<i>Historical Perspective</i>	<i>Geographic Perspective</i>	<i>Civic Perspective</i>	<i>Economic Perspective</i>
<p>National History Standards (K-4)</p> <p>Chronological Relationships and Temporal Patterns</p> <ul style="list-style-type: none"> • Time and Chronology <p>Historical Perspective</p> <ul style="list-style-type: none"> • Comprehending the Past • Analyzing and Interpreting the Past • Evaluating Decisions from the Past <p>Living and Working Together in Families and Communities</p> <p>The History of Michigan and the Great Lakes Region</p> <p>The History of the United States: Democratic Principles, Values, and People from Many Cultures</p> <p>The History of Peoples of Many Cultures Around the World</p>	<p>National Geography Standards</p> <p>The World in Spatial Terms</p> <ul style="list-style-type: none"> • Spatial Perspective, Context, and Organization <p>Places and Regions</p> <ul style="list-style-type: none"> • Regions and Patterns • Human and Physical Characteristics <p>Physical Systems</p> <ul style="list-style-type: none"> • Physical Processes, Ecosystems <p>Human Systems</p> <ul style="list-style-type: none"> • People, Culture, Economic Interdependence, Settlement, Governance <p>Environment and Society</p> <ul style="list-style-type: none"> • Human-Environment Interaction <p>Uses of Geography</p> <ul style="list-style-type: none"> • Global Issues and Events • Applying Geography to Interpret the Past • Applying Geography to Interpret the Present and Plan for the Future 	<p>National Civics Standards</p> <p>Role and Functions of Government</p> <ul style="list-style-type: none"> • Purposes of Government <p>Values and Principles of American Democracy</p> <ul style="list-style-type: none"> • Ideals of American Democracy <p>Government, the Constitution, and American Democracy</p> <ul style="list-style-type: none"> • Government and Politics in the United States <p>Relationship of United States to Other Nations and to World Affairs</p> <ul style="list-style-type: none"> • United States Government and World Affairs <p>Roles of the Citizen in American Democracy</p> <ul style="list-style-type: none"> • Citizenship in Action 	<p>National Economics Standards</p> <p>Scarcity and Opportunity Costs</p> <ul style="list-style-type: none"> • Individual and Household Choices <p>Economic Systems</p> <p>Prices, Supply and Demand</p> <p>Market Structures, Exchanges, and Characteristics of Market Economy</p> <ul style="list-style-type: none"> • Trade • Business Choices <p>Government in U. S. Economy</p> <ul style="list-style-type: none"> • Role of Government <p>International Economics</p>
<p>NAEP History Themes</p> <ul style="list-style-type: none"> • Change and Continuity in American Democracy • The Gathering and Interactions of Peoples, Cultures, and Ideas • Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment • The Changing Role of America in the World 	<p>NAEP Categories and 5 Themes of Geography</p> <p>Space and Place</p> <ul style="list-style-type: none"> • Location • Place <p>Environment and Society</p> <ul style="list-style-type: none"> • Human-Environment Interaction <p>Spatial Dynamics and Connections</p> <ul style="list-style-type: none"> • Movement • Regions 	<p>NAEP Civics Categories</p> <ul style="list-style-type: none"> • Civics Knowledge • Intellectual Skills • Participatory Skills • Civic Dispositions 	
<p>Social Studies Processes and Skills</p> <p>P1 Reading and Communication</p> <p>P2 Inquiry, Research, and Analysis [Information Processing; Conducting Investigations]</p> <p>P3 Public Discourse and Decision Making [Identifying and Analyzing Issues; Group Discussions; Persuasive Writing]</p> <p>P4 Citizen Involvement [Responsible Personal Contact]</p>			



HISTORY

Chronological Relationships and Temporal Patterns

Students will...

- 4H1 Place the key events in the history of the State of Michigan in chronological order (e.g., Pontiac's Rebellion, Proclamation of 1763, Northwest Ordinance of 1787, War of 1812, Underground Railroad, Civilian Conservation Corps [CCC], Works Progress Administration [WPA], Flint Sit-Down Strike, Freedom March, Michigan Beverage Container Act).
- 4H2 Interpret data presented in timelines of Michigan history.
- 4H3 Identify key people in the history of the State of Michigan (e.g., Anishinaabeg and the Three Fires Indians, Huron, Pere Marquette, Cadillac, Sojourner Truth).

Comprehending the Past

Students will...

- 4H4 Use primary and secondary sources (letters, diaries, maps, documents, narratives, pictures, and graphic data) to compare Michigan's past with present-day life (e.g., economic – lumbering, mining, agriculture, fishing, shipping, manufacturing, tourism; geographic – population; historical – Anishinaabeg and Three Fires Indians, Huron, pioneer life, women's roles).

Analyzing and Interpreting the Past

Students will...

- 4H5 Analyze conflicting accounts of key events in Michigan's past. (e.g., Pontiac's Rebellion, War of 1812, the Underground Railroad, the Great Migration, the Flint GM Sit-Down strike, Freedom March).

Evaluating Decisions from the Past

Students will...

- 4H6 Evaluate key decisions made to solve problems from Michigan's past based on the interests and values of those involved (e.g., Pontiac's Rebellion, Proclamation of 1763, Northwest Ordinance, War of 1812, building of the Erie Canal, building of the Mackinaw Bridge, Flint Sit-Down Strike, Michigan Beverage Container Act).



GEOGRAPHY

The World in Spatial Terms

Students will...

- 4G1 Describe characteristics and uses of maps, globes, and other geographic tools and technology.
- 4G2 Identify significant lines of latitude and longitude (Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, International Date Line) on maps and globes.
- 4G3 Use lines of latitude and longitude to locate places on maps and globes.

Places and Regions

Students will...

- 4G4 Use thematic maps (e.g., weather/climate, relief, waterways, transportation, political, economic development, land use, population, and resource) to analyze the physical and human characteristics of Michigan.
- 4G5 Describe the major kinds of economic activity in Michigan and explain the physical and human characteristics influencing their location (e.g., lumbering, mining, agriculture, fishing, shipping, manufacturing, tourism).
- 4G6 Understand the concept of regions.
- 4G7 Identify the characteristics of the Great Lakes Region.
- 4G8 Describe how the Great Lakes impact Michigan's population, economy, climate, and land use.



GEOGRAPHY – CONTINUED

Human Systems

Students will...

- 4G9 Describe cultures, governments, and economies of historic Native American tribes in Michigan (e.g., Anishinaabeg, Ojibway (Chippewa), Odawa (Ottawa), Menominee, Huron, Potawatomi).
- 4G10 Identify the major routes and explain the reasons for movements of resources, goods, information and people to, from, and within Michigan (e.g., fur trade, Erie Canal, lumbering, mining, Great Migration, immigration).
- 4G11 Explain how changing transportation and communication technology have affected Michigan.

Environment and Society

Students will...

- 4G12 Describe the location, use, and importance of different kinds of natural resources in Michigan and the Great Lakes region, and explain the positive and negative consequences of their use (e.g., lumber, minerals, fish, game, water, soil, wind).



CIVICS AND GOVERNMENT

Role and Functions of Government

Students will...

- 4C1 Describe the development of Michigan as a state, including entry into statehood and its Constitution.
- 4C2 Analyze how local (e.g., village, township, county, city) and state levels of government in Michigan accomplish the purposes for which they were established.

Values and Principles of American Democracy

Students will...

- 4C3 Define the core democratic values of individual rights, justice, and popular sovereignty.

Government, the Constitution, and American Democracy

Students will...

- 4C4 Identify the three types of Michigan state courts (trial, appeals, Supreme).
- 4C5 Explain how state courts function to resolve conflict.
- 4C6 Identify and describe the three branches of state government in Michigan and describe their roles of making, enforcing, and interpreting laws.
- 4C7 Distinguish between the purposes of state and local government.

Roles of the Citizen in American Democracy

Students will...

- 4C8 Explain how Michigan citizens participate in state campaigns to influence others.
- 4C9 Describe the rights of citizens of the State of Michigan.

Relationship of U.S. to Other Nations and to World Affairs

Students will...

- 4C10 Explain how Michigan government interacts with other states and countries (e.g., water issues, waste disposal).

Citizenship in Action

Students will...

- 4C11 Identify public issues in the State of Michigan that influence their daily lives.



ECONOMICS

Individual and Household Choices

Students will...

- 4E1 Describe how the concepts of scarcity and opportunity costs affect personal decisions.

Economic Systems

Students will...

- 4E2 Explain how prices are determined in a market economy.
- 4E3 Analyze how Michigan's location has influenced its economic development (e.g., how waterways and other natural resources have influenced businesses such as automobile manufacturing, high technology, and furniture making).

Trade

Students will...

- 4E4 Describe trade as two people or businesses voluntarily exchanging goods or services for their benefit.
- 4E5 Recognize how Michigan businesses are involved in trade as producers, consumers, distributors, importers, and exporters.

Business Choices

Students will...

- 4E6 Distinguish among natural resources, human resources, and capital resources in the production of a Michigan good or service.
- 4E7 Describe how a Michigan entrepreneur increased productivity. Distinguish among individual ownership, partnership, and corporation. Explain how the concepts of opportunity cost and comparative advantage affect business decisions in Michigan.

Role of Government

Students will...

- 4E8 Identify goods and services provided by the state government.



INQUIRY, PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

Information Processing

Students will...

- 4Q1 Interpret social science information about the State of Michigan from maps, graphs, and charts.

Identifying and Analyzing Issues

Students will...

- 4Q2 Compose a short essay expressing a position on a public issue related to the State of Michigan and support it with data, constitutional principles, and fundamental values of the American Constitutional democracy.



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