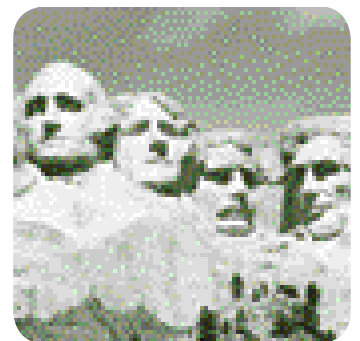


GRADE LEVEL CONTENT EXPECTATIONS

SOCIAL STUDIES



.....

5th Grade

.....

Welcome to Michigan’s Grade Level Content Expectations for Social Studies

The purpose of social studies instruction is to develop social understanding and civic efficacy. The **Grade Level Content Expectations (GLCE)** balance disciplinary content and processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

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

Effective 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. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences.

These content expectations provide the necessary framework for deliberate professional development. 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:

Rigor

- 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

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

Specificity

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

Focus

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

Progression

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

Coherence

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

The Challenges of Developing Content Expectations in Social Studies

At the national level and in just about every state, establishing standards and benchmarks in the social studies has been a challenging endeavor, filled with political and pedagogical controversy. Three enduring educational issues have challenged the creation of standards/content expectations to guide instruction and assessment in Michigan: (1) The challenge of integrating separate disciplines, (2) The challenge of representing both thinking and substance, and (3) The challenge of determining an effective K-12 scope and sequence.

First, while everyone recognizes that social studies is an amalgam of four or more disciplines including history, civics, economics and geography, there is no consensus concerning the appropriate mix of these or the appropriate place of each in the curriculum. Critical questions about the relationship among the content areas or even the relative amount of each area in the standards and eventually in the curriculum have not been resolved. Therefore, one critical challenge is to find ways to make connections within and across content areas.

Second, social studies educators face a problem in trying to reflect both disciplinary “thinking” and “substance” in standards documents. This is particularly true in history and civics where people want students to develop more sophisticated ways to think about contemporary issues and to draw upon specific knowledge of the past and the present in their thinking. So, standards and content expectations must include both thinking and knowledge expectations in such a combination that can effectively guide teachers, curriculum designers, and, of course, assessors.

When standards documents stress “thinking” at the expense of “substance,” teachers and educational critics often argue these appear vague and offer little guidance for deciding what content should be taught and tested. Teachers often complain that the mandated tests assess content not specified in standards or benchmarks.

On the other hand, standards that specify more substantive detail face their own critics who argue that such detail is too prescriptive and gives too much content to be effectively assessed in large-scale, multiple-choice dominated exams. A second challenge, therefore, is to provide more substance to meet the criticism that Michigan’s standards were too vague without losing sight of the central purposes for offering social studies to our students.

Finally, there is the challenge of creating a sensible and educationally sound K-12 scope and sequence. For many years, states required the full run of U.S. history in grades 5, 8 and 11. Critics argued this privileged breadth over depth, and urged dividing historical content into three sections for students to study in more depth in 5th, 8th and 11th grades. Still others argued that this arrangement was asking very young students (e.g., 5th graders) to study, remember, and be able to use very sophisticated concepts and events five or six years later when they were studying U.S. history in high school. Most advanced courses rely upon earlier grades to develop foundational skills and knowledge, but do not expect earlier grades to help students achieve the sophisticated study possible in high school. Thus they begin their studies of U.S. history at the “beginning.” In short, social studies educators have developed three different and compelling patterns for structuring the scope and sequence in social studies.

The standards and expectations that follow represent the best efforts of the various writing and review committees to provide the integration, coherence, and the scope and sequence that will guide instruction and assessment in Michigan.

DESIGNING AN ALIGNED CURRICULUM

This document is intended to support dialogue at the school and district level that results in rigorous and relevant curriculum that will prepare students for college and the workplace.

As stakeholders (e.g., teachers, administrators, school board members, parents, community members, students, local legislative representatives) work with these standards, they should consider the following questions:

- How are these content standards and expectations reflected in our curriculum and instruction already?
- Where may the curriculum and instruction be strengthened to more fully realize the intent of these standards and expectations?
- What opportunities do these standards and expectations present to develop new and strengthen existing curriculum, leading to instructional excellence?
- How might the standards and expectations be implemented as we take into account what we know about our students, school, and community?
- How might the effectiveness with which our students and schools are meeting the standards and content expectations be assessed?
- How might school-based assessments (e.g., student portfolios, school-based writing assessments, teacher or classroom research, district-level assessments) be used to make data-driven decisions about teaching and learning?

Through dialogue about questions such as these, and building upon the multitude of existing strengths in our current high schools, voices of all stakeholders will participate in the important and continuing process of shaping instructional excellence in Michigan schools and preparing students for college and the workplace.

In 2002, the Michigan State Board of Education adopted the Policy on Learning Expectations. These Expectations and the High School Content Expectations are intended to work together to prepare Michigan's students to face new challenges in an ever-changing world, and provide them with the knowledge and skills needed for future success and to be productive citizens. Students will be prepared to:

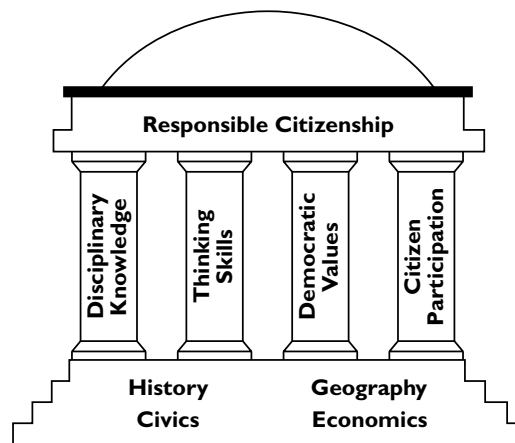
- Gather Information
- Understand Information
- Analyze Issues
- Draw and Justify Conclusions
- Organize and Communicate Information
- Think and Communicate Critically
- Learn and Consider Issues Collaboratively
- Learn Independently
- Create Knowledge
- Act Ethically

THE GOALS OF SOCIAL STUDIES

Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.

Michigan Social Studies

Curriculum Framework



ACTIVE RESPONSIBLE CITIZENS

Our constitutional democracy requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the civic life of their communities, our state, and our nation. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

The Responsible Citizen

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Uses methods of social science investigation to answer questions about society (Inquiry)
- Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

USING SOCIAL STUDIES TO DEVELOP DIGITAL-AGE PROFICIENCIES

The use of technology is critical for responsible citizenship. Citizens must know how to read and comprehend narratives from a variety of sources, understand and use data effectively, as well as know how to compile and present valid and reliable data. The development of vocabulary, critical to understanding and communication, is an important component of the social studies curriculum. Finally writing, especially expository, informational and persuasive writing, is an empowering skill needed by all citizens. The ability to clearly communicate one's ideas and reasoned viewpoints is the hallmark of a responsible citizen.

“The current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy—21st Century Literacy—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.” —**21st Century Workforce Commission National Alliance of Business**

In order to thrive in a digital economy, students will need digital-age proficiencies. These proficiencies include:

- Basic, scientific, technological, financial, economic, and civic literacy
- Visual and information literacy
- Cultural literacy and global awareness
- Adaptability, ability to manage complexity, and self-direction
- Curiosity, creativity, and risk-taking
- Higher order thinking and sound reasoning
- Teaming and collaboration
- Personal and social responsibility
- Interactive communication
- Prioritizing, planning, and managing for results
- Effective use of real-world tools
- High quality results with real-world application

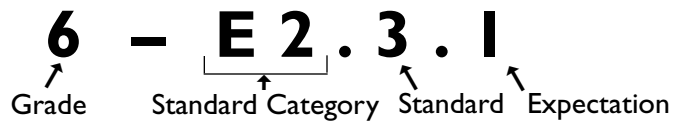
Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-8 and the High School Content Expectations for Social Studies are organized by discipline and standard using national standards structures as indicated in the chart below.

K-12 Organizational Chart				
History		Geography	Civics/Government	Economics
National Standards for Historical Thinking		National Geography Standards	National Civics Standards	National Economics Standards (NAEP Categories)
HI The World in Temporal Terms: Historical Habits of Mind 1.1 Temporal Thinking 1.2 Historical Analysis and Interpretation 1.3 Historical Inquiry 1.4 Historical Understanding 1.5 Historical Issues-Analysis and Decision Making		G1 The World in Spatial Terms: Geographical Habits of Mind 1.1 Spatial Thinking 1.2 Geographical Inquiry and Analysis 1.3 Geographical Understanding	C1 Conceptual Foundations of Civic and Political Life 1.1 Nature of Civic Life 1.2 Forms of Government C2 Values and Principles of American Democracy 2.1 Origins 2.2 Foundational Values and Principles	E1 The Market Economy 1.1 Individual, Business, and Government Choices 1.2 Competitive Markets 1.3 Prices, Supply, and Demand 1.4 Role of Government
Themes Representing National Standards (K-4)				
H2 Living and Working Together in Families and Communities, Now and Long Ago H3 The History of Michigan and the Great Lakes Region H4 The History of the United States H5 The History of Peoples from Many Cultures Around the World		G2 Places and Regions 2.1 Physical Characteristics of Place 2.2 Human Characteristics of Place	C3 Structure and Functions of Government 3.1 Structure and Functions 3.2 Powers and Limits 3.3 State and Local Governments 3.4 System of Law and Laws 3.5 The Policy Process 3.6 Characteristics of Nation States	E2 The National Economy 2.1 Understanding National Markets 2.2 Role of Government in the United States Economy
Eras Representing National Standards (5-12)				
Global Analysis of World History Eras 1-8 from three perspectives <ul style="list-style-type: none"> • Cross-temporal/Global • Interregional /Comparative • Regional 	Thematic Analysis of U.S. History Eras 1-9 U1 Beginnings to 1620 U2 Colonization and Settlement U3 Revolution and the New Nation U4 Expansion and Reform U5 Civil War and Reconstruction U6 The Development of an Industrial, Urban, and Global United States U7 The Great Depression and World War II U8 Post-World War II United States U9 America in a New Global Age (P3, P4)	G3 Physical Systems 3.1 Physical Processes 3.2 Ecosystems G4 Human Systems 4.1 Cultural Mosaic 4.2 Patterns of Human Settlement 4.3 Forces of Cooperation and Conflict 4.4 Economic Interdependence G5 Environment and Society 5.1 Humans and the Environment 5.2 Physical and Human Systems G6 Global Issues Past and Present 6.1 Global Topic Investigation and Issue Analysis (P2)	C4 Relationship of the United States to Other Nations and World Affairs 4.1 U.S. Foreign Policy 4.2 International Institutions and Affairs 4.3 Conflict and Cooperation Between and Among Nations C5 Citizenship in the United States 5.1 The Meaning of Citizenship 5.2 Becoming a Citizen 5.3 Rights 5.4 Responsibilities 5.5 Dispositions C6 Citizenship in Action 6.1 Civic Inquiry and Public Discourse (P3) 6.2 Participating in Civic Life (P4)	E3 International Economy 3.1 Economic Systems 3.2 Economic Interdependence – Trade E4 Personal Finance 4.1 Decision Making
Social Studies Knowledge, Processes, and Skills K1 General Knowledge [College-Readiness] P1 Reading and Communication [Close and Critical Reading; Analysis; Interpret Primary and Secondary Sources; Argumentation] P2 Inquiry, Research, and Analysis [Information Processing; Conducting Investigations; Problem-Solving; Technology Use] P3 Public Discourse and Decision Making P3.1 Identifying and Analyzing Public Issues P3.2 Discourse Regarding Public Issues P3.3 Persuasive Writing on a Public Issue P4 Citizen Involvement				

Understanding Social Studies GLCE Coding

Each Social Studies GLCE is made up of four parts: the grade, the standard category, the standard, and the expectation.



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

Kindergarten Example K – G1.0.2 = Kindergarten, 1st Geography Standard Category, 2nd Expectation

4th Grade Example 4 – C5.0.3 = Grade 4, 5th Civics Standard Category, 3rd Expectation

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

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

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

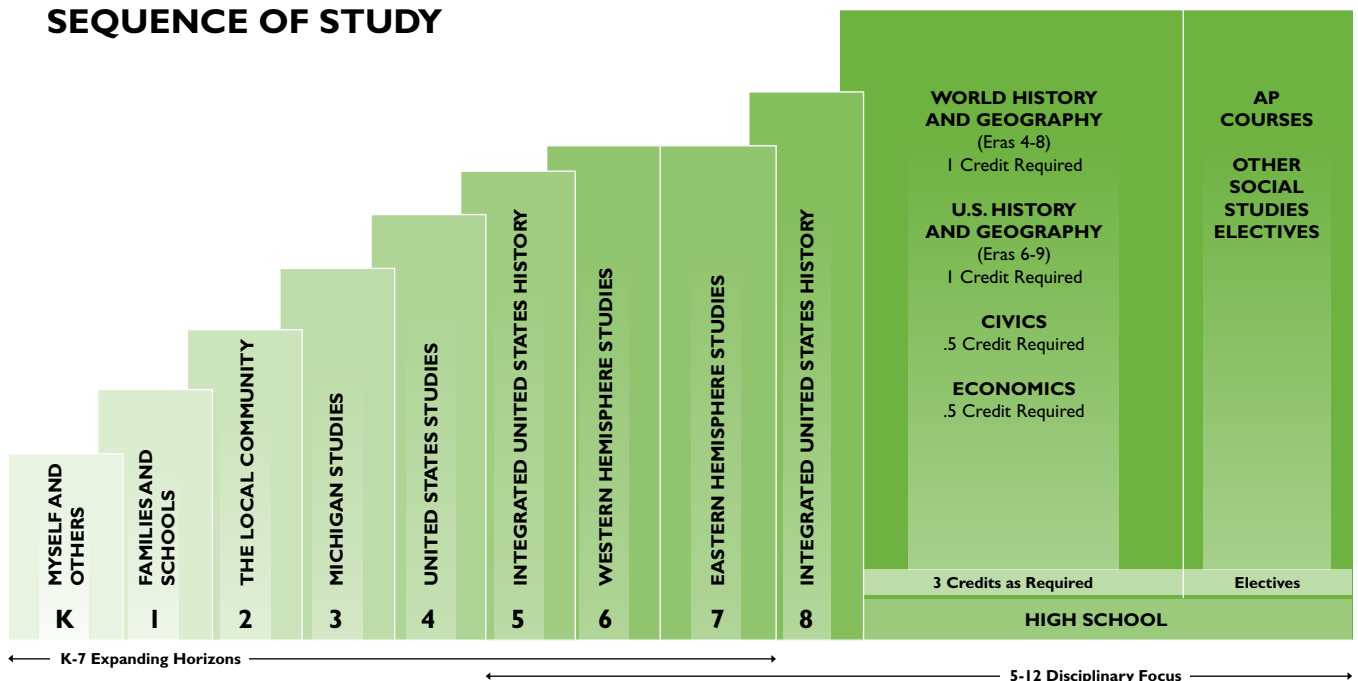
6th and 7th Grades focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography (WHG) Era), standard, and expectation.

6th Grade Example 6 – E2.3.1 = Grade 6, 2nd Economics Standard Category, 3rd Standard, 1st Expectation

7th Grade Example 7 – W2.2.4 = Grade 7, 2nd WHG Era, 2nd Standard, 4th Expectation

A parenthesis at the end of an expectation presents a reference to the National Geography Standards or the civics, economics, or history standards that are used in the document (C1, E3, etc., as listed on page 6). The references indicate integration of the content.

SEQUENCE OF STUDY



Using the K-8 Social Studies GLCE: Things to Remember

There are a number of important considerations for teachers to keep in mind as they use Grade Level Content Expectations to plan instruction. It is important to remember that this document

- **Uses historical, spatial, civic, and economic thinking** –The expectations require students to think – compare, contrast, argue – using social studies concepts and habits of mind. The expectations call upon students to use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning or coverage over understanding. While knowledge of names and definitions is essential, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.
- **Requires active, social studies inquiry** – In using social studies concepts and habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use the social studies to understand and participate in the world around us. This calls upon students to frame important social studies problems and questions; to locate and analyze appropriate evidence and data; and to apply social studies concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions. In short, social studies instruction should provide Michigan students with the kind of reasoned and informed decision making that should characterize each citizen's participation in American society.
- **Represents Content Expectations and not Pedagogical Organization** –This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historic, geographic, civic, or economic issue or problem to organize weeks of study, while coherently employing many content expectations.
- **Differentiates between required and suggested (e.g.) content** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an "e.g." or "for example." These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content. In other places, the expectations identify specific content that students should study. This content is never preceded by "e.g." or "for example." Unlike the optional examples, a statewide assessment might assess the required content.

K- 5 Overview

K-5 Grade-Specific Contexts

Kindergarten	Myself and Others	Using a familiar context for five and six year olds, kindergartners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of “Myself and Others.” Accordingly, each discipline focuses on developing rudimentary understandings through an integrated approach to the field.
First	Families and Schools	In first grade, students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of school and families. This is the students’ first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline.
Second	The Local Community	In second grade, students continue the integrative approach to social studies through the context of the local community. This the first time students are introduced to a social environment larger than their immediate surroundings and they draw upon knowledge learned in previous grades to develop more sophisticated understandings to explore the social studies disciplines of history, geography, civics and government, and economics.
Third	Michigan Studies	Third grade students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third grade content expectations help prepare students for more sophisticated studies of their country and world in later grades.
Fourth	United States Studies	Using the context of the United States, fourth grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics through the lens of Michigan history and the United States.
Fifth	Integrated American History	The fifth grade social studies content expectations mark a departure from the social studies approach taken in previous grades. Building upon the geography, civics and government, and economics concepts of the United States mastered in fourth grade and historical inquiry from earlier grades, the fifth grade expectations begin a more disciplinary-centered approach concentrating on the early history of the United States. Students begin their study of American history with American Indian peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students’ understandings of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

K - 5 Overview

K-5 Social Studies Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
<p>Living and Working Together Use historical thinking to understand the past in the local community.</p> <p>Michigan History Use historical thinking to understand the past in Michigan.</p> <p>United States History Use historical thinking to understand the history of the United States in the following eras:</p> <ul style="list-style-type: none"> • Beginnings to 1620 • Colonization and Settlement • Revolution and the New Nation to 1791 	<p>The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>Places and Regions Understand how regions are created from common physical and human characteristics.</p> <p>Human Systems Understand how human activities help shape the Earth's surface.</p> <p>Environment and Society Understand the effects of human-environment interactions.</p>	<p>Purposes of Government Explain why people create governments.</p> <p>Values and Principles of American Democracy Understand values and principles of American constitutional democracy.</p> <p>Structure and Function of Government Describe the structure of government in the United States and how it functions to serve citizens.</p> <p>Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p>	<p>Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.</p> <p>International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.</p>	<p>Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>Persuasive Communication Communicate a reasoned position on a public issue.</p> <p>Citizen Involvement Act constructively to further the public good.</p>

UNDERSTANDING THE ORGANIZATIONAL STRUCTURE

The **Grade Level Content Expectations for Grades 5-8 Social Studies** are organized by discipline and standard. The expectations emphasize the national geography and history standards, incorporate civics and economics standards, and build the general social studies knowledge, processes, and skills that form the foundation for high school social studies instruction. The structure is shown below. The skills and content addressed in these standards 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.

Grades 5-8 Social Studies Organizational Chart

GRADE 5 Integrated U.S. History	GRADE 6 Western Hemisphere Studies	GRADE 7 Eastern Hemisphere Studies	GRADE 8 Integrated U.S. History
Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge
Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation	Geographical and Historical Knowledge and Perspective Geographical and Historical Analysis and Interpretation	Geographical and Historical Knowledge and Perspective Geographical and Historical Analysis and Interpretation	Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation
Grade Level Focus	Grade Level Focus	Grade Level Focus	Grade Level Focus
Thematic Analysis of U.S. History Eras 1-3 U1 USHG Era 1 <i>Beginnings to 1620</i> U2 USHG Era 2 <i>Colonization and Settlement 1585-1763</i> U3 USHG Era 3 <i>Revolution and the New Nation 1754-1800</i> EMBEDDED IN CONTEXT OF HISTORY G Geographic Perspective <ul style="list-style-type: none"> The World in Spatial Terms Places and Regions Physical Systems Human Systems Environment and Society C Civic Perspective <ul style="list-style-type: none"> Purposes of Government Role and Functions of Government Values and Principles of American Democracy Role of the Citizen in American Democracy E Economic Perspective <ul style="list-style-type: none"> Individual, Business, and Government Choices Economic Systems P Public Discourse, Decision Making, and Citizen Involvement	Geographic Analysis of Culture and Global Issues Thematic Analysis of World History Eras 1-3 as it relates to the Western Hemisphere HISTORY H1 <i>The World in Temporal Terms</i> W1 WHG Era 1 <i>The Beginnings of Human Society</i> W2 WHG Era 2 <i>Early Civilizations and the Emergence of Pastoral Peoples</i> W3 WHG Era 3 <i>Classical Traditions, World Religions, and Major Empires</i> GEOGRAPHY G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues Past and Present CIVICS AND GOVERNMENT C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs ECONOMICS E1 The Market Economy E2 The National Economy E3 International Economy PUBLIC DISCOURSE AND DECISION MAKING	Geographic Analysis of Culture and Global Issues Thematic Analysis of World History Eras 1-3 as it relates to the Eastern Hemisphere HISTORY H1 <i>The World in Temporal Terms</i> W1 WHG Era 1 <i>The Beginnings of Human Society</i> W2 WHG Era 2 <i>Early Civilizations and the Emergence of Pastoral Peoples</i> W3 WHG Era 3 <i>Classical Traditions, World Religions, and Major Empires</i> GEOGRAPHY G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues Past and Present CIVICS AND GOVERNMENT C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs ECONOMICS E1 The Market Economy E2 The National Economy E3 International Economy PUBLIC DISCOURSE AND DECISION MAKING	Thematic Analysis of U.S. History Eras 3-5 U3 USHG Era 3 <i>Revolution and the New Nation 1754-1800</i> U4 USHG Era 4 <i>Expansion and Reform 1792-1861</i> U5 USHG Era 5 <i>Civil War and Reconstruction 1850-1877</i> U6 USHG Era 6 <i>1870-1898 in Grade 8</i> EMBEDDED IN CONTEXT OF HISTORY G Geographic Perspective <ul style="list-style-type: none"> The World in Spatial Terms Places and Regions Human Systems Environment and Society C Civic Perspective <ul style="list-style-type: none"> Conceptual Foundations Role and Functions of Government Values and Principles of American Democracy Role of the Citizen in American Democracy E Economic Perspective <ul style="list-style-type: none"> Individual, Business, and Government Choices Competitive Markets Prices, Supply, and Demand Role of Government Economic Interdependence P Public Discourse, Decision Making, and Citizen Involvement

General Knowledge, Processes, and Skills for Grades 5-8 Social Studies

Embedded in Grades 5- 8 standards and expectations

KI General Knowledge

- KI.1 Understand and analyze important temporal, spatial, political, and economic relationships, patterns, and trends.
- KI.2 Understand historical, geographical, political, and economic perspectives.
- KI.3 Understand the diversity of human beings and human cultures.
- KI.4 Analyze events and circumstances from the vantage point of others.
- KI.5 Understand social problems, social structure, institutions, class, groups, and interaction.
- KI.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- KI.7 Integrate concepts from at least two different social studies disciplines.
- KI.8 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.

PI Reading and Communication – *read and communicate effectively.*

- PI.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- PI.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- PI.3 Understand that diversity of interpretation arises from frame of reference.
- PI.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- PI.5 Present a coherent thesis when making an argument, support with evidence, and present a concise, clear closing.

P2 Inquiry, Research, and Analysis – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

P3 Public Discourse and Decision Making – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*

- P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
- P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

P4 Citizen Involvement

- P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
- P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- P4.3 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

The fifth grade social studies content expectations mark a departure from the social studies approach taken in previous grades. Building upon the geography, civics and government, and economics concepts of the United States mastered in fourth grade and historical inquiry from earlier grades, the fifth grade expectations begin a more discipline-centered approach concentrating on the early history of the United States. Students begin their study of American history with American Indian peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students' understandings of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

Era 1: Beginnings to 1620

Beginning with pre-Columbian times, the expectations focus on American Indians living in North America before European exploration. The geographic concepts of spatial awareness, places and regions, human systems, and human-environment interactions are addressed throughout the era as students study American history to 1620. The expectations deliberately expand upon students' knowledge of American Indians living in Michigan and the concept of regions from previous grades. In examining European exploration and conquest, the expectations embed geographic, civics, and economic concepts, and revisit the case study method used by historians to explain the technological and political developments that made exploration possible. In deepening understanding of perspective, students also explore the goals, obstacles, motivations, and consequences of European exploration and the subsequent colonization of the Americas. The expectations also include an introduction to life in Africa as a foundation for examining interactions among Europeans, American Indians, and Africans from the 15th through the 17th centuries with a focus on how economic concepts influenced the behavior of people and nations. Students apply the tools of the historian by using primary and secondary sources to compare European and American Indian cultures, using previously established criteria. The expectations also focus on the interaction among Europeans, American Indians, and Africans, by exploring the impact of European contact on American Indian cultures, comparing the approaches of the British and French in their interactions with American Indians, and examining the Columbian Exchange and its impact on all three groups.

Era 2: Colonization and Settlement

In learning about the regional settlement patterns and significant developments of the three distinct colonial regions prior to the American Revolution, students apply their conceptual understanding of regions and the geography of the United States. They explore how the geography influenced peoples' daily lives and economic activities as three distinct colonial regions developed. The expectations require students to apply concepts of government and economics to further understand the Southern, New England, and Middle colonies as they learn about the establishment of colonial settlements, development of colonial governments, role of religion, relationships between colonists and American Indians, and development of the institution of slavery. Using geography, students explore how human systems such as religion, movement of people, and ethnic diversity led to the establishment of other colonies within particular regions. Special attention is paid to the European slave trade and slavery in Colonial America as students explore the lives of enslaved peoples and free Africans living in the American colonies. Fifth grade students enhance their understanding of historical perspective by analyzing the perspectives of different groups living in colonial America. By comparing the different colonial regions that developed with respect to politics, economics, religion, social institutions, and human-environment interactions, the expectations prepare students for American history in middle school serving as the precursor for the regional and racial issues that culminated in the Civil War.

Era 3: Revolution and the New Nation

In studying the American Revolution and the New Nation, the expectations deliberately build upon students' prior knowledge in government and economics. The political and economic aspects of the French and Indian War and its aftermath are stressed. Students deepen their understanding of perspective by comparing patriot and loyalist perspectives with respect to events that eventually culminated in the American Revolution. The expectations in this historical era emphasize significant ideas about government as reflected in the Declaration of Independence and the role of key individuals and groups in declaring independence. Students also apply concepts of power and authority to the perspectives of the colonists and the British during the revolutionary era. Emphasis is placed on how colonial experiences and ideas about government influenced the decision of the colonists to declare independence. Students examine the course, character, and consequences of the American Revolution using geography and economics students to compare the advantages and disadvantages of each side in the war. Students also describe the significant events and turning points during the war. In examining the challenges faced by the new nation under the Articles of Confederation, the expectations continue to build upon students' understanding of government. By exploring the political ideas underlying the Articles of Confederation and the subsequent adoption of the U.S. Constitution and Bill of Rights (with particular emphasis on the rights contained in first four amendments), the values and principles

of American democracy are revisited through a historical context. Students examine how the Founders sought to limit the power of government through principles of separation of powers, checks and balances, dual sovereignty (federalism), protection of individual rights, popular sovereignty, and rule of law.

Public Discourse, Decision Making, and Citizen Involvement

The expectations continue to stress the importance of citizen action in a democratic republic as students expand their ability to address public policy issues. Students address contemporary public issues related to the Constitution and identify the related factual, definitional, and ethical questions. They use graphic data and other sources to analyze information about the issue, evaluate alternative resolutions, and use core democratic values to explain why people may differ on the resolution to a constitutional issue. Students are required to demonstrate increasing sophistication in their abilities to communicate a position on more complex national public policy issue and support it with a reasoned argument.

INTEGRATED* UNITED STATES HISTORY ORGANIZED BY ERA

USHG ERA 1 – Beginnings to 1620

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

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

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

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

- 3.1 Causes of the American Revolution
- 3.2 The American Revolution and its Consequences
- 3.3 Creating New Governments and a New Constitution

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

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

National Geography Standards (National Geography Standards are referenced after expectations where appropriate)

The World in Spatial Terms:

Geographical Habits of Mind

1. Tools, Technology, and Information Processing
2. Mental Maps
3. Spatial Organization on Earth's

Places and Regions

4. Physical and Human Characteristics of Place
5. Creating Regions
6. Perceptions of Places and Regions

Physical Systems

7. Physical Processes
8. Ecosystems

Human Systems

9. Distribution and Migration of People
10. Cultural Mosaic
11. Economic Interdependence
12. Patterns of Human Settlement
13. Forces of Cooperation and Conflict

Environment and Society

14. Human Modification of the Environment
15. How Physical Systems Affect Human Systems
16. Resource Use and Distribution

Uses of Geography

17. Using Geography to Interpret the Past
18. Using Geography to Interpret the Present and Plan for the Future

UI USHG ERA I – BEGINNINGS TO 1620**UI.1 American Indian Life in the Americas**

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

- 5 – UI.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (*National Geography Standard 1, p. 144*)
- 5 – UI.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (*National Geography Standard 14, p. 171*)
- 5 – UI.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (*National Geography Standard 11, p. 164, C, E*)

UI.2 European Exploration

Identify the causes and consequences of European exploration and colonization.

- 5 – UI.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. (*National Geography Standard 1, p. 144, C*)
- 5 – UI.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (*National Geography Standard 13, p. 169, C, E*)

UI.3 African Life Before the 16th Century

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

- 5 – UI.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (*National Geography Standard 1, p. 144*)
- 5 – UI.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. (*National Geography Standard 10, p. 162*)

UI.4 Three World Interactions

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

- 5 – UI.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (*National Geography Standard 10, p. 162*)
- 5 – UI.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (*National Geography Standard 12, p. 167, C, E*)
- 5 – UI.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (*National Geography Standard 10, p. 162, C, E*)
- 5 – UI.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (*National Geography Standard 11, p. 164, E*)

U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)**U2.1 European Struggle for Control of North America**

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

- 5 – U2.1.1 Describe significant developments in the Southern colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*National Geography Standard 12, p. 167*)
 - establishment of Jamestown (*National Geography Standard 4, p. 150*)
 - development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (*National Geography Standard 11, p. 164*)
 - relationships with American Indians (e.g., Powhatan) (*National Geography Standard 10, p. 162*)
 - development of colonial representative assemblies (House of Burgesses) (*National Geography Standard 5, p. 152*)
 - development of slavery
- 5 – U2.1.2 Describe significant developments in the New England colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*National Geography Standard 12, p. 167*)
 - relations with American Indians (e.g., Pequot/King Phillip’s War) (*National Geography Standard 10, p. 162*)
 - growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (*National Geography Standard 15, p. 173*)
 - the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (*National Geography Standard 13, p. 169*)
 - religious tensions in Massachusetts that led to the establishment of other colonies in New England (*National Geography Standard 13, p. 169 C, E*)
- 5 – U2.1.3 Describe significant developments in the Middle Colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (*National Geography Standard 12, p. 167*)
 - the growth of Middle Colonies economies (e.g., breadbasket) (*National Geography Standard 7, p. 156*)
 - The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies
 - immigration patterns leading to ethnic diversity in the Middle Colonies (*National Geography Standard 10, p. 162, C, E*)
- 5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (*National Geography Standard 12, p. 167*)

U2.2 European Slave Trade and Slavery in Colonial America

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

- 5 – U2.2.1 Describe Triangular Trade including
- the trade routes
 - the people and goods that were traded
 - the Middle Passage
 - its impact on life in Africa (*National Geography Standards 9, and 11; pp. 160 and 164 E*)

- 5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. (*National Geography Standard 5, p. 152*)
- 5 – U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (*National Geography Standard 10, p. 162*)

U2.3 Life in Colonial America

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

- 5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (*National Geography Standard 3 p. 148*)
- 5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (*National Geography Standards 14 and 15; pp. 171 and 173*)
- 5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (*National Geography Standard 6, p. 154*)
- 5 – U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)
- 5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America. (*National Geography Standard 6, p. 154*)

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

U3.1 Causes of the American Revolution

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

- 5 – U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (*National Geography Standard 13 p. 169 C, E*)
- 5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.
- 5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).
- 5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)
- 5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)
- 5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
- 5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)
- 5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

U3.2 The American Revolution and Its Consequences

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

- 5 – U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (*National Geography Standard 4, p. 150, E*)
- 5 – U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
- 5 – U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.
- 5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (*National Geography Standard 13, p. 169, C*)

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

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

- 5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. (C)
- 5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (*National Geography Standard 13, p. 169, C*)
- 5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
- 5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (*National Geography Standard 9, p. 160, C*)
- 5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
- 5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)
- 5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)
- 5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Public Issues**

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

- 5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.
- 5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.
- 5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

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

P4.2 Citizen Involvement

Act constructively to further the public good.

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