

M-STEP Expectation Analysis Report Supplement – Grade 8

Michigan Grade 8 Social Studies Standards

The Spring 2024 M-STEP Social Studies test was aligned to the 2019 expectations. However, a display error in the Dynamic Score Reporting Site resulted in the 2007 standards being listed rather than the 2019 expectations. The Spring 2024 M-STEP Social Studies test **was aligned to the 2019 expectations**, however, there was an error in displaying the 2019 expectations on the report which resulted in the 2007 standards being listed. The revisions to the 2007 expectations did not affect all expectations, and in most cases the updates were label changes only.

The test and items were aligned to the 2019 standards, and the data on the reports is correct.

The [Michigan K-12 Social Studies Standards](https://www.michigan.gov/-/media/Project/Websites/mde/Academic-Standards/Social_Studies_Standards.pdf) (https://www.michigan.gov/-/media/Project/Websites/mde/Academic-Standards/Social_Studies_Standards.pdf) include the social studies standards for all grades.

Instructions

This document provides a list of the 2019 Social Studies standards that items on the 2024 M-STEP Social Studies test are aligned with. Use this document with the report to identify the corrected standards. Standards that are highlighted in this document indicate there has been a label change when compared to the standards displayed on the report:

Discipline H	History
Expectations	
7H1.1.1.v19	Compare and contrast several different calendar systems used in the past and present
7W1.1.1.v19	Explain how/when human communities populated major regions of the world and adapted to environments
7W1.1.2.v19	Explain what archaeologists have learned about Paleolithic and Neolithic societies
7W1.2.2.v19	Explain the importance of the natural environment in the development of agricultural settlements
7W2.1.1.v19	Describe the importance of the development of human communication (oral, visual, and written)

Standards that are not highlighted are the same as listed on the report

Highlighted standards indicate the label change in the 2019 standard from the 2007 standard

Use the standard code to identify the standard listed on the report and the associated standard

1. Identify the Discipline

The report and this document are organized by discipline. The discipline is listed, followed by the list of standards, by standard code and the short description of each standard.

When viewing the 2024 M-STEP Expectation Analysis, use this document to identify the expectations that are associated with the reported data. On the report, the discipline is listed in the gray heading:

Grade 8 | Social Studies | All Students

Discipline H		No. of Students Assessed per Expectation	Average % Points Earned	Number of Students With:			
Expectations	History			0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned

Note: A red arrow points from a box labeled "Discipline is listed here" to the "History" cell in the table.

This document lists the discipline at the beginning of each list of standards:

Discipline H	History
Expectations	
7H1.1.1.v19	Compare and contrast several different calendar systems used in the past and present
7W1.1.1.v19	Explain how/when human communities populated major regions of the world and adapted to environments
7W1.1.2.v19	Explain what archaeologists have learned about Paleolithic and Neolithic societies
7W1.2.2.v19	Explain the importance of the natural environment in the development of agricultural settlements

Note: A red arrow points from a box labeled "Discipline" to the "History" cell in the table.

2. Match the Standard Codes

The report lists each standard code:

Discipline H	History
Expectations	Standard code
7H1.1.1.v19	Compare and contrast several different calendar systems used in the past and present

Next, match the standard code listed in the report to the standard code listed in this document:

Discipline H	History
Expectations	Standard code
7H1.1.1.v19	Compare and contrast several different calendar systems used in the past and present
7W1.1.1.v19	Explain how/when human communities populated major regions of the world and adapted to environments
7W1.1.2.v19	Explain what archaeologists have learned about Paleolithic and Neolithic societies

In this example, standard 7H1.1.1.v19 did not have a label change—which is determined because the row is not highlighted. Users can use this document to compare standards displayed on the report to the listed standards.

Standards List

2019 standards that were assessed on the 2024 grade 5 M-STEP Social Studies test are listed in the table below.

Discipline H	History
Expectations	
7H1.1.1.v19	Compare and contrast several different calendar systems used in the past and present
7W1.1.1.v19	Explain how/when human communities populated major regions of the world and adapted to environments
7W1.1.2.v19	Explain what archaeologists have learned about Paleolithic and Neolithic societies
7W1.2.2.v19	Explain the importance of the natural environment in the development of agricultural settlements

7W2.1.1.v19	Describe the importance of the development of human communication (oral, visual, and written)
7W2.1.2.v19	Describe how the invention of agriculture led to the emergence of agrarian civilizations
7W2.1.4.v19	Examine early civilizations: describe common features (environment, economies, social institutions)
7W2.1.5.v19	Define cultural diffusion and explain how ideas and technology spread from one region to another
7W3.1.10.v19	Create a time line that illustrates the rise and fall of empires during the classical period
7W3.1.1.v19	Explain the role of economics in shaping the development of classical civilizations and empires
7W3.1.5.v19	Describe major achievements from Eastern Hemisphere civilizations 1000 BCE to 300 CE
7W3.1.9.v19	Describe significance: legal codes/beliefs/languages/communications on large regional empires
8U3.3.6.v19	Explain how the Bill of Rights reflected concept of limited government, protections of freedoms
8U4.1.4.v19	Explain the development of the power of the Supreme Court through the doctrine of judicial review
8U4.2.3.v19	Analyze annexation of western United States and events that impacted and resulted from expansion
8U4.3.3.v19	Analyze: antebellum women's rights movement
8U4.3.5.v19	Investigate the role of religion in shaping antebellum reform movements
8U5.1.5.v19	Describe resistance of enslaved persons and effects of their actions before/during the Civil War
8U5.1.6.v19	Describe major issues debated at Constitutional Convention and how they help explain the Civil War
8U5.3.2.v19	Describe the early responses to the end of the Civil War
8U5.3.4.v19	Analyze intent/effect:13th/14th/15th Amendments
Discipline G	Geography
Expectations	
6G1.2.2.v19	Explain why maps of the same place may vary, including perspectives/purposes of the cartographers
6G1.2.3.v19	Use, interpret, and create maps and graphs of the region under study
6G1.2.4.v19	Use images as the basis for answering geographic questions
6G1.2.5.v19	Locate and use information from GIS and satellite remote sensing to answer geographic questions
6G1.2.6.v19	Create or interpret a map of the population distribution of a region
6G1.3.1.v19	Use themes of geography to describe regions/places
6G3.2.1.v19	Locate major ecosystems and explain how and why they are similar or different
6G4.3.1.v19	Explain how people have modified the environment/used technology to make places suitable for humans
7G4.3.2.v19	Describe patterns of settlement and explain why people settled where they did

7G4.4.1.v19	Identify factors that contribute to conflict and cooperation between and among cultural groups
6G5.1.1.v19	Describe environmental effects of human action
6G5.1.2.v19	Explain how different technologies can have positive and negative impacts on the environment
Discipline C	Civics and Government
Expectations	
6C3.6.1.v19	Define the characteristics of modern nation-states
6C3.6.2.v19	Compare and contrast various forms of government around the world
6C4.3.1.v19	Explain how governments address national/international issues and form policies
6C4.3.2.v19	Explain challenges to governments to address global issues, and international cooperation needed
Discipline E	Economics
Expectations	
6E1.1.1.v19	Explain how incentives/disincentives in the market economy change the decision-making process
6E2.3.1.v19	Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies
6E3.1.1.v19	Compare traditional/command/market economies
6E3.3.2.v19	Diagram or map the flow of materials, labor, and capital used to produce a consumer product
6E3.3.3.v19	Explain how communication innovations have affected economic interactions