

# Social Studies-Kindergarten

History	Geography	Civics and Government	Economics
<p><b>Focus on Myself and Family:</b></p> <p>Understand that family characteristics are diverse.</p> <p>Describe how families are alike and different .</p> <p>Identify similarities and differences of self and others.</p>	<p><b>Geographic Representation:</b></p> <p>Identify a globe as a model of Earth.</p> <p>Distinguish between land and water using a globe.</p>	<p><b>Purposes of Government:</b></p> <p>Identify reason for rules in school.</p> <p>Identify reasons for rules at home.</p>	<p><b>Understanding Economic Activity:</b></p> <p>Identify needs and wants of a family.</p> <p>Describe the purpose of money.</p>
<p>Discuss ways children learn, grow, and change.</p> <p>Recognize that each individual is unique.</p> <p>Identify family members.</p>	<p>Locate water and landforms on a globe.</p>	<p>List classroom and safety rules.</p> <p>Identify school personnel and their roles in school.</p> <p>Share family rules.</p>	<p>Recognize that money is needed to make a purchase.</p>
<p>Create self-portraits.</p> <p>Author and "All About Me" book.</p> <p>Illustrate family.</p>	<p>Make an individual glove.</p>	<p><b>Roles of Citizens:</b></p> <p>Identify proper behaviors (e.g. manners etc.).</p>	<p>Role play money exchange for goods and services.</p>
	<p><b>Environment and Society:</b></p> <p>Describe / tell the importance of recycling.</p>		

# Social Studies-Grade 1

History	Geography	Civics and Government	Economics	Public Discourse Decision Making / Citizenship
<p><b><i>Living and Working Together in Families and Schools:</i></b></p> <p>Distinguish between past, present, and future events.</p> <p>Investigate family history in order to tell a narrative about family life.</p> <p>Use historical artifacts and records to draw conclusions about life in the past.</p>	<p><b><i>Geographic Representation:</i></b></p> <p>Construct simple maps of the classroom.</p> <p>Give examples of places that have absolute locations.</p> <p>Use positional words to describe relative location.</p> <p>Distinguish land/water using maps and globes.</p>	<p><b><i>Purposes of Government:</i></b></p> <p>Identify reasons for rules in school.</p> <p>Give examples of the use of power with and without authority in school.</p>	<p><b><i>Understanding Economic Activity:</i></b></p> <p>Distinguish between producers and consumers.</p> <p>Describe how families consume goods and services.</p>	<p><b><i>Identify and Analyze Public Issues:</i></b></p> <p>Use data to analyze information about a school issue.</p> <p>Express a position on a school issue.</p>
	<p><b><i>Places and Regions:</i></b></p> <p>Distinguish between physical and human characteristics.</p> <p>Describe unifying characteristics/boundaries of school regions (e.g. playground, lunchroom, etc.) .</p>	<p><b><i>Values/Principles of American Democracy:</i></b></p> <p>Examine fairness as it applies to decision making and conflict resolution.</p> <p>Identify symbols of the USA.</p>	<p>Explore voluntary trade.</p> <p>Describe how money simplifies trade.</p> <p>Describe ways people earn money.</p>	<p><b><i>Act Constructively to Further the Public Good:</i></b></p> <p>Develop a plan to inform others about a school issue.</p>
<p>Identify events/people celebrated during US national holidays and why we celebrate.</p> <p>Use a calendar to distinguish among days, weeks, and months.</p>	<p><b><i>Human Systems:</i></b></p> <p>Use components of culture (e.g. foods, language, religion, traditions) to describe diversity in family life.</p>	<p><b><i>Roles of Citizens:</i></b></p> <p>Identify behaviors of good citizens.</p> <p>Describe home/school responsibilities.</p>		
	<p><b><i>Environment and Society:</i></b></p> <p>Understand effects of human environment interactions (e.g. ways in which people modify and adapt to the environment).</p>			

## Social Studies-Grade 2

History	Geography	Civics and Government	Economics	Literacy
<p><b><i>Living and Working Together in Communities:</i></b></p> <p>Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local events.</p>	<p><b><i>The World in Spatial Terms:</i></b></p> <p>Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.</p> <p>Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.</p>	<p><b><i>Purposes of Government:</i></b></p> <p>Explain why people form governments.</p> <p>Distinguish between government action and private action.</p>	<p><b><i>Understanding Economic Activities:</i></b></p> <p>Identify the opportunity cost involved in a consumer decision.</p> <p>Identify businesses in the local community.</p> <p>Describe how businesses in the local community meet economic want of consumers.</p> <p>Describe the natural, human, and capital resources needed for production of a good or services in a community.</p>	<p>Embedded in ELA</p>
<p>Explain why descriptions of the same event in the local community can be different.</p> <p>Use and example to describe the role of the individual in creating history.</p>	<p><b><i>Places and Regions:</i></b></p> <p>Compare the physical and human characteristics of the local community with those of another community.</p>	<p><b><i>Values/Principles of American Democracy:</i></b></p> <p>Explain how local governments balance individual rights with the common good to solve local community problems.</p> <p>Describes how the Pledge of Allegiance reflects the core democratic value of patriotism.</p>	<p><b><i>Public Discourse/Decision Making:</i></b></p> <p>Identify public issues in the local community that influence the daily lives of its citizens.</p> <p>Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.</p> <p>Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue with the local community.</p>	
<p>Describe changes in the local communities over time (types of businesses, architecture, etc.).</p> <p>Identify a problem in a community's past and describe how it was resolved.</p>	<p><b><i>Human Systems:</i></b></p> <p>Describe land use in the community (where people live, where services are provided, where products are made).</p> <p>Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>Use components of culture (foods, language, religion, traditions) to describe diversity in the local community.</p>	<p><b><i>Roles of Citizens:</i></b></p> <p>Identify ways citizens participate in community decisions.</p> <p>Distinguish between personal and civic responsibilities and explain why they are important in community life.</p>	<p><b><i>Persuasive Communication:</i></b></p> <p>Compose a statement expressing a position on a public policy issue in the local community and justify the position.</p>	
<p>Construct a historical narrative about the history of the local community from a variety of sources (data gathered from local residents, artifacts, photographs).</p>	<p><b><i>Environment and Society:</i></b></p> <p>Suggest ways people can responsibly interact with the environment in the local community.</p>		<p><b><i>Citizen Involvement:</i></b></p> <p>Develop and implement an action plan to address or inform others about a public issue.</p> <p>Participate in projects to help or inform others.</p>	

# Social Studies-Grade 3

History	Geography	Civics and Government	Economics	Public Discourse
<p><b>American Indian Life in the Americas:</b> Describe the life of peoples living in North America before European Exploration. 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). Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.</p>	<p><b>The World in Spatial Terms:</b> Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?). Use cardinal / intermediate directions to describe the relative location of significant places in the United States. Identify / describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image). Use geographic tools / technologies, stories, songs, and pictures to answer geographic questions about the United States. Use maps to describe elevation, climate, and patterns of population density in the United States.</p>	<p><b>Purposes of Government:</b> Explain probable consequences of an absence of government and of rules and laws. Describe the purposes of government in the Preamble of the Constitution. Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror). Describe the relationship between rights and responsibilities of citizenship. Explain why rights have limits. Describe ways citizens can work together to promote the values and principles of American democracy.</p>	<p><b>Market Economy:</b> Identify questions economists ask in examining the U.S. (e.g., What, how, how much, and who gets what is produced? What role does the government play in the economy?). Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization). Describe how positive / negative incentives influence behavior in a market economy. Explain how price affects decisions about purchasing goods / services. Explain how specialization /division of labor increase productivity (e.g., assembly line). Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply and demand). Demonstrate the circular flow model by engaging in a market simulation, which includes households / businesses and depicts the interactions among them. Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned.</p>	<p><b>Identifying and Analyzing Issues:</b> Identify public issues in the U.S. and how they influence the daily lives of its citizens. Use graphic data and other sources to analyze information about a public issue in the U.S. and evaluate alternative solutions. Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the U.S.</p>
<p><b>European Exploration:</b> Identify the causes and consequences of European exploration and colonization. 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. 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).</p>	<p><b>Places and Regions:</b> Describe ways in which the United States can be divided into different regions (e.g., political, economic, landform, and vegetation regions). Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States. Assess the positive and negative effects of human activities on the physical environment of the United States.</p>	<p><b>Role of the Citizen in American Democracy:</b> Explain the responsibilities of citizenship (e.g. initiating changes in laws or policy, holding public office, respecting the law, paying taxes, knowledgeable voting, serving as a juror). Describe the relationship between rights/ responsibilities of citizenship. Explain why rights have limits. Describe ways citizens can work together to promote the values / principles of American democracy.</p>	<p><b>National Economy:</b> Explain how changes in the U.S. economy impact levels of employment / unemployment (e.g., change demand for natural resources, changes in technology, changes in competition). <b>International Economy:</b> Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).</p>	<p><b>Persuasive Communication About a Public Issue:</b> Compose a brief essay expressing a position on a public policy issue in the U.S. and justify the position with a reasoned argument.</p>
	<p><b>Human Skills:</b> Assess the positive / negative effects of human activities on the physical environments of the United States.</p>	<p><b>Structure and Function of Government:</b> Identify questions political scientists ask in examining the U.S. (e.g., What does government do? What are the basic values/principles of American democracy? What is the relationship of the U.S. to other nations? What are the roles of the citizen in democracy?).</p>		<p><b>Citizen Involvement:</b> Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.  Participate in projects to help or inform others.</p>

History	Geography	Civics and Government	Economics	Public Discourse/Citizenship
<p><b>History of Michigan (through Statehood):</b></p> <p>Identify questions historians ask in examining the past in Michigan.</p> <p>Explain how historians use primary and secondary sources to answer questions about the past.</p> <p>Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).</p> <p>Draw upon traditional stories of American Indians who lived in Michigan in order to make generalizations about their beliefs.</p> <p>Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.</p> <p>Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.</p> <p>Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements.</p> <p>Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.</p> <p>Describe how Michigan attained statehood.</p> <p>Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).</p>	<p><b>The World in Spatial Terms:</b></p> <p>Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.</p> <p>Use thematic maps to identify and describe the physical and human characteristics of Michigan.</p>	<p><b>Purposes of Government:</b></p> <p>Give an example of how Michigan state government fulfills one of the purposes of government.</p>	<p><b>Market Economy:</b></p> <p>Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.</p> <p>Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.</p> <p>Analyze how Michigan's location and natural resources influenced its economic development.</p> <p>Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p> <p>Explain the role of business development in Michigan's economic future.</p>	<p><b>Identifying and Analyzing Issues:</b></p> <p>Identify public issues in Michigan that influence the daily lives of its citizens.</p> <p>Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.</p> <p>Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.</p>
	<p><b>Places and Regions:</b></p> <p>Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.</p> <p>Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).</p>	<p><b>Values and Principles of American Government</b></p> <p>Describe how Michigan state government reflects the principle of representative government.</p>		
	<p><b>Human Systems:</b></p> <p>Describe major kinds of economic activity in Michigan today.</p> <p>Describe diverse groups that have come into a region of Michigan and reasons why they came.</p> <p>Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.</p> <p>Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life.</p>	<p><b>Structures and Functions of Government:</b></p> <p>Distinguish between the roles of state and local government.</p> <p>Identify goods and services provided by the state government and describe how they are funded.</p> <p>Identify the three branches of state government in Michigan and the powers of each.</p> <p>Explain how state courts function to resolve conflict.</p> <p>Describe the purpose of the Michigan Constitution.</p>	<p><b>International Economy:</b></p> <p>Identify products produced in other countries and consumed by people in Michigan.</p>	<p><b>Citizen Involvement:</b></p> <p>Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>Participate in projects to help or inform others.</p>
	<p><b>Environment and Society:</b></p> <p>Locate natural resources in Michigan and explain the consequences of their use.</p> <p>Describe how people adapt to, use, and modify the natural resources of Michigan.</p>	<p><b>Roles of the Citizen in American Democracy:</b></p> <p>Identify rights and responsibilities of citizenship.</p>		

## Interdisciplinary History, Geography, Civics, Government, and Economics

### ***ERA 1 – Beginnings to 1620:***

#### **African Life Before the 16th Century**

Use maps to locate the major regions of Africa

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.

#### **Three World Interactions**

Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.

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.

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.

Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.

### ***ERA 2 – Colonization and Settlement (1585-1763):***

#### **European Struggle for Control of North America**

Describe significant developments in the Southern colonies, including:

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- establishment of Jamestown
- development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)
- relationships with American Indians (e.g., Powhatan)
- development of colonial representative assemblies (House of Burgesses)
- development of slavery

Describe significant developments in the New England colonies, including:

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- relations with American Indians (e.g., Pequot/King Phillip's War)
- growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies
- the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government
- religious tensions in Massachusetts that led to the establishment of other colonies in New England

Describe significant developments in the Middle Colonies, including:

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- the growth of Middle Colonies economies (e.g., breadbasket)
- 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

Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.

#### **European Slave Trade and Slavery in Colonial America**

Describe Triangular Trade including the trade route, the people and goods that were traded, the Middle Passage, and its impact on life in Africa.

Describe the life of enslaved Africans and free Africans in the American colonies.

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.

#### **Life in Colonial America**

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

Locate the New England, Middle, and Southern colonies on a map.

Describe the daily life of people living in the New England, Middle, and Southern colonies.

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).

Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).

Make generalizations about the reasons for regional differences in colonial America.

## Interdisciplinary History, Geography, Civics, Government, and Economics

### *ERA 3 Revolution and the New Nation (1754 - 1800):*

#### **Causes of the American Revolution**

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.

Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.

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).

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).

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.

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.

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.

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.

#### **The American Revolution and Its Consequences**

Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.

Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).

#### **Creating New Government(s) and a New Constitution**

Describe the powers of the national government and state governments under the Articles of Confederation.

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).

Explain why the Constitutional Convention was convened and why the Constitution was written.

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).

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).

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).

Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.

Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

## Public Discourse / Citizenship

#### **Identifying and Analyzing Public Issues**

Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.

Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.

Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.

Persuasive Communication About a Public Issue

#### **Communicate a reasoned position on a public issue.**

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.

#### **Citizen Involvement**

Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

Participate in projects to help or inform others.

# Social Studies-Grade 6

Geography	Civics/Government	Economics	History
<p><b>G1- Understanding Spatial Geography</b>            Draw outline maps of regions from memory.            Construct charts &amp; graphs of geographic information to show differences and similarities of regions.            Analyze geographic data to answer questions about relationships between people and their environment.            Utilize the 5 themes of geography (Location, Place, Movement, Region, &amp; Interaction) to describe and analyze regions of the Western Hemisphere.</p> <p><b>G2- Places &amp; Regions</b>            Describe the physical features of places in W. Hemisphere.            Describe the human feature of places in W. Hemisphere.            Create visual and written projects that show the diversity of the regions utilizing the 5 themes of geography.            Analyze how physical features effect people's lives and where they live.</p> <p><b>G3-Physical ( Natural) Systems of the Earth</b>            Construct &amp; analyze climate graphs to answer geographic questions.            Explain how differences in latitude, elevation, and ocean currents affect ecosystems &amp; human activities.</p> <p><b>G4- Human Systems</b>            Explain how human features (such as language, technology, sports, &amp; activities) spread through regions.            Describe how people pick locations for cities and how they change the environment .</p> <p><b>G5- Environment &amp; Society</b>            Describe how human actions modify the environment and can effect changes in other places.            Explain how changes in the environment affect human activities.</p> <p><b>G6- Global Issues Past &amp; Present</b>            Investigate how deforestation &amp; development policies in the rainforest of the Amazon affects all of the different groups in the region (Native Americans, Loggers, etc.).            Present a plan (that meets the needs of different groups in the region and explain why this solution is the best one (Capstone Project).</p>	<p><b>C1-Purposes of Government</b>            Identify &amp; apply 8 Core Democratic Values to purposes of govt. in democracy &amp; dictatorship.</p> <p><b>C3- Structure &amp; Functions of Gov.</b>            Define features of a nation-state and how Western Hemisphere nations interact.            Compares and contrast dictatorships, our democracy, and Parliamentary democracy with different countries and by creating a chart.</p> <p><b>C4- U.S &amp; World Affairs</b>            Explain geopolitical relationships between countries in region.            Explain challenges to governments on international issues and how countries work together to solve them through international organizations such as UN and NAFTA.</p> <hr/> <p style="text-align: center;"><b>Public Discourse &amp; Citizenship</b></p> <hr/> <p>Compose a persuasive essay justifying decisions on a public policy-see Capstone project under G6 heading.            Do service learning project through school to improve the environment (i.e. pick up environment, recycle, etc.).</p>	<p><b>E1- Market Economy</b>            Create a chart that shows where t-shirts are made.            Analyze how the profit motive encourages companies to make decisions (i.e. make t-shirts in countries with low labor costs).            Use economic data to explain why economic actions are taken.            Describe basic economic terms of profit, scarcity, supply &amp; demand, consumers, producers, goods &amp; services etc.            Apply the Core Economic Principles to different situations involving individuals &amp; countries.</p> <p><b>E2- National Economy</b>            Determine the impact of governmental policy (sanctions, tariffs, etc.) on a country and possible relationships with other countries.            (Ex. Canada offers health care for all its citizens and as a result has a national sales tax).</p> <p><b>E3- International Economy</b>            Design &amp; analyze charts and graphs to describe patterns of economic interdependence including trade.            Map the movement of consumer goods &amp; explain how technology affects how people work &amp; interact.            Describe the 3 economic systems of traditional, command, &amp; market - explain and describe how each works.</p>	<p><b>H1-History- Using Time Periods to understand the past</b>            Create timelines to understand events (use in more modern times &amp; ancient periods of Mayans, Aztecs, and Incas).            Compare &amp; contrast different calendar systems such as Georgian calendar, Aztec calendar, B.C. /A.D., etc.            Analyze past events of ancient civilizations of Mayans, etc. through a variety of sources- print visual etc.            Identify point of view and the role of individuals in history.            Use historical concepts, patterns, &amp; themes to study the past and global issues.            Explain that the basis for all civilizations is an ample food supply and specialization of individuals.</p> <p><b>W3-Major Empires in the Western Hemisphere</b>            Analyze the role of environment in the development of the empire of Western Hemisphere (Maya, Aztec, &amp; Incas).            Describe similarities &amp; differences among Mayan, Aztec, &amp; Inca societies.            Describe regional struggles of the civilizations.            Construct a timeline of main events of the ancient societies.</p> <hr/> <p><b>Literacy</b>            Write informative/explanatory essays.            Use higher order thinking skills: debate, create, design, interpret, categorize, etc.            Cite specific information and summarize main ideas from primary and secondary sources.            Utilize graphic organizers to categorize essential information.            Make conclusive statements about the meaning of the text.            Use various strategies to access prior knowledge .            Make inferences to determine meaning .            Compare and Contrast documents, events, or ideas.            Understanding a series of events .            Understanding contextual clues .            Use headings to understand text structure &amp; ideas.</p>

## Social Studies-Grade 7

History	Geography	Civics and Government	Economics	Literacy Skills
<p>Identify historical concepts, patterns, and themes.</p> <p>Describe the spread of people in the Western Hemisphere in Era 1.</p> <p>Explain the Agricultural Revolution and its significance.</p> <p>Analyze early Eastern Hemisphere civilizations and pastoral societies.</p> <p>Recall the impact on modern societies of political, cultural, and technological achievements of India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.</p> <p>Locate the geographic origins and explain the basic beliefs of:</p> <p>Hinduism, Judaism, Buddhism, Christianity, and Islam.</p>	<p>Process information from a spatial perspective using maps and other geographic tools.</p> <p>Analyze the relationships between people, cultures, and their environment using geographic inquiry.</p> <p>Organize the study of the Earth using geographic themes.</p> <p>Describe the physical characteristics of places.</p> <p>Describe the human characteristics of places.</p> <p>Summarize the physical processes that shape the patterns of the Earth's surface.</p> <p>Locate the major ecosystems on the Earth's surface and describe their characteristics.</p> <p>Describe the characteristics and distribution of Earth's people.</p> <p>Identify patterns and of human settlement and changes.</p> <p>Point out how technology connects people, products and ideas.</p> <p>Relate forces of conflict and cooperation among people to the division and control of the Earth's surface.</p> <p>Describe how human actions modify the environment and shape patterns on the Earth's surface.</p>	<p>List rights of citizens in relationship to politics and government.</p> <p>Compare the differences between nation-states and states.</p> <p>Describe some ways that nations interact both positively and negatively.</p>	<p>Explain how individuals, businesses, and governments make economic decisions when confronting scarcity in a market economy.</p> <p>Identify a national government's decision that affects the national economy.</p> <p>Illustrate patterns and networks of trade and economic interdependence.</p> <p>Describe how societies organize to allocate resources to produce and distribute goods and services.</p>	<p>Support conclusions using specific details.</p> <p>Cite specific details/statistics from sources (textbooks, magazine articles, video).</p> <p>Demonstrate prior knowledge through KWL, vocabulary preview, pretests.</p> <p>Summarize main ideas.</p> <p>Categorize main ideas and supporting details.</p> <p>Analyze information based on selected criteria.</p> <p>Compare and Contrast maps, graphs and charts for similarities and differences.</p> <p>Infer the point of view of an author or character.</p>
		<b>Public Discourse</b>	<b>Citizenship</b>	
		<p>Analyze various perspectives of a contemporary issue, and generate and evaluate alternative resolutions in group discussions and debates.</p>	<p>Describe how one would plan and conduct activities intended to support or change a public policy.</p> <p>Engage in activities intended to help or inform others of a national or international problem.</p>	

# Social Studies-Grade 8

History	Geography	Civics and Government	Economics	Literacy Skills		
<p>Understand historical perspectives.</p> <p>Analyze historical events and circumstances from the vantage point of others.</p> <p>Understand the scientific method of inquiry to investigate social scientific and historical problems.</p> <p>Use multiple perspectives and resources to identify and analyze historical events.</p> <p>Use deductive and inductive problem-solving skills as appropriate to the historical problem being studied.</p> <p>Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence.</p> <p>Describe the consequences of the American Revolution.</p> <p>Explain the challenges faced by the new nation.</p> <p>Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</p> <p>Evaluate the multiple causes, key events, and complex consequences of the Civil War.</p> <p>Using evidence, develop an argument regarding the character and consequences of Reconstruction.</p> <p>Analyze the major changes in communication and transportation in the last half of the 19th century.</p>	<p>Understand and analyze spatial patterns and trends.</p> <p>Understand geographical perspectives.</p> <p>Describe and analyze the nature and impact of the territorial and demographic growth in the first three decades of the new nation using maps, charts, and other evidence.</p> <p>Analyze the major changes in demography and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19th century.</p>	<p>Understand and analyze political patterns and trends.</p> <p>Understand political perspectives.</p> <p>Understand the diversity of human beings and human cultures.</p> <p>Analyze the development of the Constitution as a new plan for governing.</p> <p>Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.</p> <p>Analyze the growth of antebellum American reform movements.</p> <p>Analyze and understand the major changes in governmental policies in the last half of the 19th century.</p> <tr> <td data-bbox="892 959 1318 1015" style="text-align: center;"><b>Public Discourse</b></td> <td data-bbox="1318 959 1663 1015" style="text-align: center;"><b>Citizenship</b></td> </tr> <tr> <td data-bbox="892 1015 1318 1521"> <p>Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.</p> <p>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.</p> <p>Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.</p> </td> <td data-bbox="1318 1015 1663 1521"> <p>Understand the diversity of human beings and human cultures.</p> <p>Understand social problems, social structure, institutions, class, groups, and interaction.</p> <p>Act out of respect for the rule of law and hold others accountable to the same standard.</p> <p>Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p> </td> </tr>	<b>Public Discourse</b>	<b>Citizenship</b>	<p>Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.</p> <p>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.</p> <p>Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.</p>	<p>Understand the diversity of human beings and human cultures.</p> <p>Understand social problems, social structure, institutions, class, groups, and interaction.</p> <p>Act out of respect for the rule of law and hold others accountable to the same standard.</p> <p>Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p>
<b>Public Discourse</b>	<b>Citizenship</b>					
<p>Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.</p> <p>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.</p> <p>Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.</p>	<p>Understand the diversity of human beings and human cultures.</p> <p>Understand social problems, social structure, institutions, class, groups, and interaction.</p> <p>Act out of respect for the rule of law and hold others accountable to the same standard.</p> <p>Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p>					

## Social Studies-Economics Grade 9

Economics	Civics and Government	Public Discourse and	History and Geography	Literacy
<p>Critically examine evidence found in text, magazine articles, commentaries, video, podcasts. Explain how economic concepts including scarcity, choice, opportunity cost, comparative advantage, risk and return, and trade have an impact on daily life at both the household and business level.</p> <p>Interpret the impact of the law of supply on business firms.</p> <p>Analyze the impact the law of demand has on buyers in various conditions.</p> <p>Explain how incentives affect choices of households and economic organizations.</p> <p>Describe how individuals and businesses earn income by selling productive resources.</p> <p>Using the concept of circular flow, analyze the roles and the relationships between households, business firms, financial institutions, and government and non-government agencies in the economy of the U.S.</p> <p>Analyze different types of unemployment and factors that can impact the unemployment rate.</p> <p>Simulate buyers and sellers in a market economy.</p> <p>Simulate the production of goods under various economic systems.</p> <p>Present a business plan modeling an understanding of the influence of supply and demand determinants.</p> <p>Differentiate btw. absolute &amp; comparative advantage.</p> <p>Assess US trade policies.</p> <p>Describe how interest rates work.</p> <p>Analyze central bank decisions.</p>	<p>Identify Core Democratic Values in modern day conflicts, newspaper, and film.</p> <p>Recognize civic and political values in our economy.</p> <p>Analyze the economic impact of a change in public policy.</p> <p>Identify the three macroeconomic goals of an economic system (stable prices, low unemployment and economic growth).</p> <p>Analyze the tax system and how the government uses revenue for public services and social welfare.</p> <p>Determine the role of government in protecting consumers and enforcing contracts.</p> <p>Interpret political cartoons.</p> <p>Examine Monetary and Fiscal policy as tools to fix economic problems.</p>	<p>Understand and evaluated current policy issues using the 5 Economic Reasoning Propositions:</p> <ul style="list-style-type: none"> <li>• People choose</li> <li>• Choices impose costs</li> <li>• People respond to incentives</li> <li>• “Rules of the game” influence choices</li> <li>• Choices are based on opinions supported by evidence &amp; knowledge</li> </ul> <p>Examine both sides to public policy debate.</p> <p>Write persuasive and argumentative essays expressing and justifying decisions.</p> <p>Create a class business and raise money to support third world entrepreneurs.</p>	<p>Analyze and locate various economic systems worldwide.</p> <p>Give examples of strengths and weaknesses of major economic systems.</p> <p>Research and construct a relationship between GDP and standard of living.</p> <p>Cite specific details/statistics from primary sources (original documents, diaries, speeches, letters, news footage, official records, podcasts).</p> <p>Analyze data in special purpose maps, graphs and charts.</p> <p>Assess trade outcomes and the relationship between absolute and comparative advantage.</p> <p>Use Gross Domestic Product data to measure the rate of economic growth in the U.S.</p> <p>Explain the impact of globalization.</p> <p>Understand America’s role in trade organizations and agreements.</p>	<p>Cite specific information and summarize main ideas from primary and secondary sources.</p> <p>Make conclusive statements about the meaning of the text.</p> <p>Use various strategies to access prior knowledge.</p> <p>Make inferences to determine meaning.</p> <p>Use higher order thinking skills: debate, create, design, interpret, categorize, etc.</p> <p>Compare and Contrast documents, events, or ideas.</p> <p>Utilize graphic organizers to categorize essential information.</p> <p>Cite specific details to support opposing viewpoints.</p> <p>Understanding a series of events.</p> <p>Create a timeline.</p> <p>Determining the meaning of key and unfamiliar words.</p> <p>Understanding contextual clues.</p> <p>Determine style and purpose of various texts.</p> <p>Decide if enough evidence exists to support stated claims.</p> <p>Write informative/explanatory essays.</p> <p>Write routinely for personal growth.</p>

## Social Studies-Civics Grade 9

Civics and Government	Public Discourse and	History and Geography	Economics	Literacy
<p>Critically examine evidence found in text text-books, magazine articles, commentaries, video, podcasts.</p> <p>Cite specific details/statistics from primary sources (original documents, diaries, speeches, letters, news footage, official records, podcasts. Identify significance of terms from textbook.</p> <p>Recognize Civic and Political values.</p> <p>Identify Core Democratic Values in modern day conflicts, newspaper, and film.</p> <p>Understand Alternative government forms and political systems used throughout the world.</p> <p>Identify the role, purpose, organization and action of each branch of government (legislative, executive and judicial branches).</p> <p>Describe powers that are shared and separate for each level of government (national, state, local).</p> <p>Describe the powers and limits on power of government.</p> <p>Analyze the importance of rule of law in American society.</p> <p>Explain how political parties and other players influence the public agenda.</p> <p>Explore impact of Supreme Court Cases.</p> <p>Describe the outline and purpose of the US Constitution.</p> <p>Apply knowledge of the Bill of Rights to current issues.</p> <p>Identify changes to the Constitution and the Amendment Process.</p>	<p>Examine both sides to public policy debate.</p> <p>Write persuasive and argumentative essays expressing and justifying decisions.</p> <p>Debate constitutional issues.</p> <p>Participate in a real/simulated public hearing or debate.</p> <p>Act out of respect for the law.</p> <p>Understand the meaning of citizenship.</p> <p>Using examples explain the idea and meaning of citizenship in the U.S.A., the rights, responsibilities, and duties of American Citizens.</p> <p>Explain the distinction between citizens by birth, naturalized citizens, and non-citizens. Also legal vs. illegal immigrants.</p> <p>Evaluate the importance of political and social participation.</p> <p>Describe how, when and where individuals can participate in government at the local, state and national levels.</p>	<p>Identify causes and effects of events during America's Founding Era.</p> <p>Explain history and philosophy that led to our constitutional government.</p> <p>Identify key people in history that changed and shaped our nation.</p> <p>Interpret political cartoons.</p> <p>Examine how population and population changes impact representation in national government.</p> <p>Apply and interpret political maps.</p> <p>Identify resources of U.S. and the World.</p> <p>Analyze data in special purpose maps, graphs and charts.</p> <p>Examine the formation and implementation of Foreign Policy.</p> <p>Identify and analyze the US role in International Affairs.</p> <p>Interpret a time period through the analysis of multiple media sources and popular culture.</p>	<p>Understand different roles alternative forms of government play in a nation's economy.</p> <p>Identify the political systems that typically accompany each type of economics system (market, command, and mixed).</p> <p>Evaluated how Americans use constitutional principles and values to help achieve an ideal American.</p> <p>Explain how the government acquires money.</p>	<p>Cite specific information and summarize main ideas from primary and secondary sources.</p> <p>Make conclusive statements about the meaning of the text.</p> <p>Access prior knowledge through various strategies.</p> <p>Make inferences to determine the meaning.</p> <p>Use higher order thinking skills: debate, create, design, interpret, categorize, etc.</p> <p>Compare and Contrast multiple documents, events, or ideas, finding similarities and differences.</p> <p>Utilizing graphic organizers to categorize essential information.</p> <p>Cite specific details to support opposing viewpoints.</p> <p>Understanding a series of events.</p> <p>Create a timeline.</p> <p>Determining the meaning of key and unfamiliar words.</p> <p>Understanding contextual clues.</p> <p>Determine style and purpose of various texts.</p> <p>Decide if enough evidence exists to support stated claims.</p> <p>Write informative/explanatory essays.</p> <p>Write routinely for personal growth.</p>

## Social Studies-U.S. History Grade 11

History	Geography	Civics and Government	Economics	Literacy Skills
<p>Critically examine and interpret evidence found in text textbooks, magazine articles, commentaries, video, podcasts.</p> <p>Cite specific details/statistics from primary sources (original documents, diaries, speeches, letters, news footage, official records, podcasts).</p> <p>Identify significance of terms from textbook in 3-part definitions.</p> <p>Identify contributions of Key People and their impact on society.</p> <p>Read, interpret and analyze data in tables and graphs.</p> <p>Express oneself in oral reports, skits, and group multi-media presentations.</p> <p>Writing effectively with supporting evidence in 1 – 5 paragraphs.</p>	<p>Apply and interpret maps.</p> <p>Recognize changing political boundaries in U.S.</p> <p>Examine changes in size, location of population.</p> <p>Analyze the changing urban and rural landscape.</p> <p>Design urban planning models.</p> <p>Analyze places and causes of migration, movement of people.</p> <p>Identify patterns of immigration.</p> <p>Identify resources of U.S. and the World.</p>	<p>Identify Core Democratic Values in modern day conflicts, newspaper, and film.</p> <p>Recognize Civic and Political values in eras.</p> <p>Identify changing roles of legislative, executive and judicial branches in eras.</p> <p>Explore impact of major Supreme Court Cases.</p> <p>Identify changes to the Constitution in the Amendment Process.</p> <p>Recognize limits to individual freedoms.</p>	<p>Apply knowledge of economic systems and concepts in historical decision-making.</p> <p>Understand regional economic differences and similarities.</p> <p>Explore and evaluate different responses to labor and industrial change.</p> <p>Explore the power and rise of Big Business and the crisis of capitalism.</p> <p>Understand business regulation .</p> <p>Identify changes and growth in Michigan's economy.</p>	<p>Make conclusive statements about the meaning of the text.</p> <p>Summarizing main ideas of primary or secondary source documents.</p> <p>Access prior knowledge through KWL, Vocabulary preview, pre-testing material for non-formal assessment, pre-reading discussion, journaling, and warm-up questions.</p> <p>Understand contextual clues that indicate a list or a series.</p>
<p>Connect current events with historical events, recognizing patterns in history.</p> <p>Understand a series of events and decide if one event caused the next.</p> <p>Create a timeline that demonstrates chronological display of key events in a time period.</p> <p>Interpret political cartoons.</p> <p>Interpret a time period through the analysis of multiple media sources and popular culture (fads, movements, art, film, music, fashion, etc.).</p>	<p>Examine tensions among people for competing resources.</p> <p>Identify changes in transportation and communication that have broadened scope of influence.</p> <p>Explore impact of globalization and interdependency.</p>	<p><b>Public Discourse</b></p> <p>Examine both sides to public policy debate, identify strengths and weaknesses.</p> <p>Write persuasive and argumentative essays expressing and justifying decisions.</p> <p>Construct formal and informal debates of controversial historical decisions.</p>	<p><b>Citizenship</b></p> <p>Explore multiple intelligences as they apply to community and the classroom.</p> <p>Identify rights and responsibilities.</p> <p>Recognize what is given up to pursue the common good.</p> <p>Act out of respect for the rule of law.</p> <p>Construct letter to Congress.</p>	<p>Utilize and create graphic organizers, create semantic maps of information in a pre-write exercise.</p> <p>Engage in research methods which avoid plagiarism and follow a standard format for citation.</p> <p>Recognize Bias in media.</p>