

# Social Studies Standards

2007 TO 2019 SIDE-BY-SIDE COMPARISON with categorization of changes

## SOCIAL STUDIES CONTENT EXPECTATIONS: KINDERGARTEN

### HISTORY

#### H2 Living and Working Together

Standard	2007	2019	Category of Change	Note
K – H2.0.1	Distinguish among yesterday, today, tomorrow.	Distinguish among the past, present, and future.	Terminology changed to strengthen the consistent use of vocabulary	
K – H2.0.2	Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).	Create a timeline using events from their own lives.	Examples removed	
K – H2.0.3	Identify the beginning, middle, and end of historical narratives or stories.	Describe ways people learn about the past.	Content standard deleted	K-H2.04 revised and re-numbered
K – H2.0.4	Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).	N/A	Revised structure within grade/subject	Moved to K-H2.0.3

### GEOGRAPHY

#### G1 The World in Spatial Terms

Standard	2007	2019	Category of Change	Note
K – G1.0.1	Recognize that maps and globes represent places.	Recognize that maps and globes represent places.	No Change	
K – G1.0.2	Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.	Use directions or positional words to identify significant locations in the classroom. Examples may include but are not limited to: up/down, in/out, above/below, left/right.	Terminology changed to strengthen the consistent use of vocabulary	

## G2 Places and Regions

Standard	2007	2019	Category of Change	Note
K – G2.0.1	Identify and describe places in the immediate environment (e.g., classroom, home, playground).	Identify and describe places in the immediate environment. Examples may include but are not limited to: classroom, home, playground.	No Change	

## G5 Environment and Society

Standard	2007	2019	Category of Change	Note
K – G5.0.1	Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).	Describe ways in which the environment provides for basic human needs and wants. Examples may include but are not limited to: food, shelter, clothing.	No Change	

## CIVICS AND GOVERNMENT

### C1 Purposes of Government

Standard	2007	2019	Category of Change	Note
K – C1.0.1	N/A	Identify and explain reasons for rules at home and in school. Examples may include but are not limited to: safety, fairness, organization.	Other	Standard added

### C2 Democratic Values and Constitutional Principles of American Government

Standard	2007	2019	Category of Change	Note
K – C2.0.1	Identify our country's flag as an important symbol of the United States.	Identify the American flag as an important symbol of the United States.	No Change	
K – C2.0.2	Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).	Explain why people do not have the right to do whatever they want. Examples may include but are not limited to: promote fairness, ensure the common good, maintain safety.	No Change	
K – C2.0.3	Describe fair ways for groups to make decisions.	Describe fair ways for groups to make decisions.	No Change	

### C5 Civic Participation

Standard	2007	2019	Category of Change	Note
K – C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).	Describe situations in which they demonstrated self-discipline and individual responsibility. Examples may include but are not limited to: caring for a pet, completing chores, following school rules, working in a group, taking turns.	No Change	

## ECONOMICS

### E1 Market Economy

Standard	2007	2019	Category of Change	Note
K - E1.0.1	Describe economic wants they have experienced.	Describe economic wants they have experienced.	No Change	
K - E1.0.2	Distinguish between goods and services.	Distinguish between goods and services.	No Change	
K - E1.0.3	Recognize situations in which people trade.	Recognize situations in which people trade.	No Change	

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Standard	2007	2019		
K – P3.1.1	Identify classroom issues.	Identify classroom issues.	No Change	
K – P3.1.2	Use simple graphs to explain information about a classroom issue.	Use simple graphs to explain information about a classroom issue.	No Change	
K – P3.1.3	Compare their viewpoint about a classroom issue with the viewpoint of another person.	Compare their viewpoint about a classroom issue with the viewpoint of another person.	No Change	

### P3.3 Persuasive Communication About a Public Issue

Standard	2007	2019	Category of Change	Note
K – P3.3.1	Express a position on a classroom issue.	Express a position on a classroom issue.	No Change	

### P4.2 Civic Participation

Standard	2007	2019	Category of Change	Note
K – P4.2.1	Develop and implement an action plan to address or inform others about a classroom issue.	Develop and implement an action plan to address or inform others about a classroom issue.	No Change	
K – P4.2.2	Participate in projects to help or inform others.	Participate in projects to help or inform others.	No Change	

# SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE

## HISTORY

### H2 Living and Working Together in Families and Schools

Standard	2007	2019	Category of Change	Note
1 – H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. Examples may include but are not limited to: using a calendar to distinguish among days, weeks, and months.	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 (1-H2.0.1 and 1-H2.0.2 combined)
1 – H2.0.2	Use a calendar to distinguish among days, weeks, and months.	Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	Revised structure within grade/subject	2007 H2.0.3 moved to 2019 2-H2.0.2
1 – H2.0.3	Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	Use historical sources to draw possible conclusions about family or school life in the past. Examples may include but are not limited to: photos, diaries, oral histories, videos, artifacts.	Revised structure within grade/subject	2007 standard moved to 1-H2.0.2, new standard came from 2007 1-H2.0.5
1 – H2.0.4	Retell in sequence important ideas and details from stories about families or schools.	Compare life today with life in the past using the criteria of family, school, jobs, or communication.	Standard removed	2019 standard was previously numbered 1-H2.0.6
1 – H2.0.5	Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.	Identify the events or people celebrated during United States national holidays and why we celebrate them. Examples may include but are not limited to: Independence Day, Constitution Day, Martin Luther King Jr. Day, Presidents Day, and Veterans Day.	Revised structure within grade/subject	2007 standard moved to 1-H2.0.3, new standard came from 2007 1-H2.0.7
1 – H2.0.6	Compare life today with life in the past using the criteria of family, school, jobs, or communication.	N/A	Revised structure within grade/subject	Moved to 2019 1-H2.0.2
1 – H2.0.7	Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).	N/A	Revised structure within grade/subject	Moved to 2019 1-H2.0.5

## GEOGRAPHY

### G1 The World in Spatial Terms

Standard	2007	2019	Category of Change	Note
1 – G1.0.1	Construct simple maps of the classroom to demonstrate aerial perspective.	Construct simple maps of the classroom to demonstrate aerial perspective.	No Change	

1 – G1.0.2	Give examples of places that have absolute locations (e.g., home address, school address).	Describe places using absolute location or relative location. Examples may include but are not limited to: home address (absolute location), positional words such as in front of, behind, between (relative locations).	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 1-G1.0.2 & 1-G1.0.3 consolidated into 2019 1-G1.0.2
1 – G1.0.3	Use personal directions (left, right, and front, back) to describe the relative location of significant places in the school environment.	Distinguish between landmasses and bodies of water using maps and globes. Examples may include but are not limited to: islands and continents (landmasses), rivers, lakes, oceans (bodies of water).	Revised structure within grade/subject	2007 1-G1.0.4 with examples added
1 – G1.0.4	Distinguish between landmasses and bodies of water using maps and globes.	N/A	Revised structure within grade/subject	Moved to 2019 1-G1.0.3

## **G2** Places and Regions

Standard	2007	2019	Category of Change	Note
1 – G2.0.1	Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.	Distinguish between physical and human characteristics of places. Examples may include but are not limited to: trees, landmasses, bodies of water (physical/natural), buildings, playgrounds, sidewalks, roads (human).	Other	Examples amended to add clarity and direction
1 – G2.0.2	Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).	Describe the unifying characteristics and/or boundaries of different school regions. Examples may include but are not limited to: playground, reading corner, library, restroom.	No Change	

## **G4** Human Systems

Standard	2007	2019	Category of Change	Note
1 – G4.0.1	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	Use components of culture to describe diversity in family life. Examples may include but are not limited to: foods, language, religion, traditions.	No Change	

## **G5** Environment and Society

Standard	2007	2019	Category of Change	Note
1 – G5.0.1	Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).	Describe ways in which people are part of, modify, and adapt to their physical environments. Examples may include but are not limited to: being part of the environment (interacting with the environment by taking a walk, swimming in a lake or fishing) modifying the environment (building homes, planting gardens, mowing	Content expectation changed to add more clarity or direction	

		lawns) and adapting to the environment (wearing different clothes in different seasons.)		
1 – G5.0.2	N/A	Describe ways in which the physical environment in a place or region affects people’s lives. Examples may include but are not limited to: warm clothes in winter, light jackets in summer, swimming in summer, sledding in winter, the water around us allowing us to move goods and people.	Other	Standard added to increase disciplinary knowledge

## CIVICS AND GOVERNMENT

### C1 Purposes of Government

Standard	2007	2019	Category of Change	Note
1 – C1.0.1	Identify some reasons for rules in school (e.g., provide order, predictability, and safety).	Explain the need for rules and purposes of rules. Examples may include but are not limited to: safety, organization, fairness.	Content expectation changed to foster higher level thinking	
1 – C1.0.2	Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).	Give examples of the use of power with authority and power without authority in school. Examples may include but are not limited to: principal, teacher, bus driver, line leader of safety patrol (power with authority), types of bullying, taking cuts in line (power without authority).	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 1-C1.0.2 combined with 2007 1-C1.0.3
1 – C1.0.3	Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).	N/A	Repetitive or redundant standards consolidated	2007 1-C1.0.2 combined with 2007 1-C1.0.3

### C2 Democratic Values and Constitutional Principles of American Government

Standard	2007	2019	Category of Change	Note
1 – C2.0.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).	Explain fair ways to make decisions and resolve conflicts in the school community. Examples may include but are not limited to: majority rules, taking turns, voting, talking it out, referring to an authority.	Content expectation changed to add more clarity or direction	
1 – C2.0.2	Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).	Identify important symbols of the United States of America and what they represent. Examples may include but are not limited to: the U.S. flag, Statue of Liberty, White House, Bald Eagle.	Content expectation changed to add more clarity or direction	

## C5 Civic Participation

Standard	2007	2019	Category of Change	Note
1 – C5.0.1	Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).	Describe some responsibilities people have at home and at school. Examples may include but are not limited to: taking care of oneself, respect for the rights of others, following rules, getting along with others.	No Change	
1 – C5.0.2	Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).	Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life Examples may include but are not limited to: cleaning the playground, helping others, helping solve a problem, respecting the rights of others.	Content expectation changed to foster higher level thinking	

## ECONOMICS

### E1 Market Economy

Standard	2007	2019	Category of Change	Note
1 – E1.0.1	Distinguish between producers and consumers of goods and services.	Distinguish between producers and consumers of goods and services.	No Change	
1 – E1.0.2	Describe ways in which families consume goods and services.	Describe ways in which families consume goods and services.	No Change	
1 – E1.0.3	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	No Change	
1 – E1.0.4	Describe reasons why people voluntarily trade.	Describe reasons why people voluntarily trade.	No Change	
1 – E1.0.5	Describe ways in which people earn money (e.g., providing goods and services to others, jobs).	Describe ways in which people earn money. Examples may include but are not limited to: providing goods and services to others, jobs.	No Change	
1 – E1.0.6	Describe how money simplifies trade.	Describe how money simplifies trade.	No Change	

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Standard	2007	2019	Category of Change	Note
1 – P3.1.1	Identify public issues in the school community.	Identify public issues in the school community.	No Change	
1 – P3.1.2	Use graphic data to analyze information about a public issue in the school community.	Use graphic data to analyze information about a public issue in the school community.	No Change	

1 – P3.1.3	Identify alternative resolutions to a public issue in the school community.	Identify alternative resolutions to a public issue in the school community.	No Change	
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P3.3 Persuasive Communication About a Public Issue

Standard	2007	2019	Category of Change	Note
1 – P3.3.1	Express a position on a public policy issue in the school community and justify the position with a reasoned argument	Express a position on a public policy issue in the school community and justify the position with a reasoned argument.	No Change	

C4.2 Civic Participation

Standard	2007	2019	Category of Change	Note
1 – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	Develop and implement an action plan to address or inform others about a school issue.	No Change	
1 – P4.2.2	Participate in projects to help or inform others.	Participate in projects to help or inform others.	No Change	



# SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO

## HISTORY

### H2 Living and Working Together in Communities

Standard	2007	2019	Category of Change	Note
2 – H2.0.1	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.	No Change	
2 – H2.0.2	Explain why descriptions of the same event in the local community can be different.	Examine different perspectives of the same event in a community and explain how and why they are different.	Content expectation changed to foster higher level thinking	
2 – H2.0.3	Use an example to describe the role of the individual in creating history.	Explain how individuals and groups have made significant historical changes.	Content expectation changed to foster higher level thinking	
2 – H2.0.4	Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).	Describe changes in the local community over time. Examples may include but are not limited to: types of businesses, architecture and landscape, jobs, transportation, population.	No Change	
2 – H2.0.5	Identify a problem in a community's past and describe how it was resolved.	Describe how community members responded to a problem in the past. Examples may include but are not limited to: natural disasters, factories closing, poverty, homelessness, closing of military bases, environmental issues.	Content expectation changed to add more clarity or direction	
2 – H2.0.6	Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).	Construct a historical narrative about the history of the local community from a variety of sources. Examples may include but are not limited to: data gathered from local residents, artifacts, photographs.	No Change	

## GEOGRAPHY

### G1 The World in Spatial Terms

Standard	2007	2019	Category of Change	Note
2 – G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	No Change	
2 – G1.0.2	Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.	Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.	No Change	

2 – G1.0.3	N/A	Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.	Other	Standard added to increase disciplinary knowledge
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## **G2** Places and Regions

Standard	2007	2019	Category of Change	Note
2 – G2.0.1	Compare the physical and human characteristics of the local community with those of another community.	Compare the physical and human characteristics of the local community with those of another community.	No Change	
2 – G2.0.2	Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).	Describe how the local community is part of a larger region. Examples may include but are not limited to: county, metropolitan area, tribal reservation, state.	Additional examples added to make expectations more inclusive	

## **G4** Human Systems

Standard	2007	2019	Category of Change	Note
2 – G4.0.1	Describe land use in the community (e.g., where people live, where services are provided, where products are made).	Describe land use in the community. Examples may include but are not limited to: where people live, where services are provided, where products are made, where people play, where people interact with the land.	No Change	
2 – G4.0.2	Describe the means people create for moving people, goods, and ideas within the local community.	Describe the means people create for moving people, goods, and ideas within the local community.	No Change	
2 – G4.0.3	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.	Use components of culture to describe diversity in the local community. Examples may include but are not limited to: foods, language, religion, traditions.	No Change	

## **G5** Environment and Society

Standard	2007	2019	Category of Change	Note
2 – G5.0.1	Suggest ways people can responsibly interact with the environment in the local community.	Suggest ways in which people can responsibly interact with the environment in the local community.	No Change	
2 – G5.0.2	Describe positive and negative consequences of changing the physical environment of the local community.	Describe positive and negative consequences of changing the physical environment of the local community.	No Change	

## **CIVICS AND GOVERNMENT**

### **C1** Purposes of Government

Standard	2007	2019	Category of Change	Note
2 – C1.0.1	Explain why people form governments.	Explain why people form governments.	No Change	

2 – C1.0.2	Distinguish between government action and private action.	Distinguish between government action and private action. Examples may include but are not limited to: city snowplows clearing roads (government action), clearing the snow on your sidewalk or driveway (private action).	Examples added for content or clarity	
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## **C2 Democratic Values and Constitutional Principles of American Government**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
2 – C2.0.1	Explain how local governments balance individual rights with the common good to solve local community problems.	Explain how local governments balance individual rights with the common good to solve local community problems.	No Change	
2 – C2.0.2	Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.	Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism. Examples may include but are not limited to: promoting unity and patriotism.	Examples added for content or clarity	

## **C3 Structure and Functions of Government**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
2 – C3.0.1	Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	No Change	
2 – C3.0.2	Use examples to describe how local government affects the lives of its citizens.	Use examples to describe how local government affects the lives of people in a community. Examples may include but are not limited to: setting speed limits to promote safety, putting up traffic lights, clearing roads, monitoring water quality, removing unsafe buildings.	Examples added for content or clarity	
2 – C3.0.3	Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).	Identify services commonly provided by local governments. Examples may include but are not limited to: police, fire departments, schools, libraries, parks.	No Change	

## **C5 Civic Participation**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
2 – C5.0.1	Identify ways citizens participate in community decisions.	Identify ways in which people participate in community decisions.	Changes to make language more inclusive	

2 – C5.0.2	Distinguish between personal and civic responsibilities and explain why they are important in community life.	Distinguish between personal and civic responsibilities and explain why they are important in community life. Examples may include but are not limited to: taking care of your dog, recycling, caring for family members (personal responsibility), getting a dog license, putting recycling in the appropriate place, serving on a jury (civic responsibility).	Examples added for content or clarity	
2 – C5.0.3	Design and participate in community improvement projects that help or inform others. (See P4.2.2)	Design and participate in community improvement projects that help or inform others.	No Change	

## ECONOMICS

### E1 Market Economy

Standard	2007	2019	Category of Change	Note
2 – E1.0.1	Identify the opportunity cost involved in a consumer decision.	Identify the opportunity cost involved in a consumer decision.	No Change	
2 – E1.0.2	Identify businesses in the local community.	Describe how businesses in the local community meet economic wants of consumers.	Repetitive or redundant standards consolidated	2007 2-E1.0.3 moved to 2019 2-E1.0.2
2 – E1.0.3	Describe how businesses in the local community meet economic wants of consumers.	Describe the natural, human, and capital resources needed for production of a good or service in a community.	Revised structure within grade/subject	2007 2-E1.0.3 moved to 2019 2-E1.0.2
2 – E1.0.4	Describe the natural, human, and capital resources needed for production of a good or service in a community.	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).	Revised structure within grade/subject	2007 2-E1.0.5 moved to 2019 2-E1.0.4
2 – E1.0.5	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.	Utilize a decision-making process to analyze the benefits and costs of a personal decision.	Revised structure within grade/subject	2007 2-E1.0.5 moved to 2019 2-E1.0.4, 2019 standards added

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Standard	2007	2019	Category of Change	Note
2 – P3.1.1	Identify public issues in the local community that influence the daily lives of its citizens.	Identify public issues in the local community that influence the daily lives of its citizens.	No Change	
2 – P3.1.2	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.	No Change	

2 – P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.	Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community. Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).	Examples added for content or clarity	
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### **P3.3 Persuasive Communication About a Public Issue**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
2 – P3.3.1	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.	Compose a statement expressing a position on a public-policy issue in the local community and justify the position with a reasoned argument.	No Change	

### **P4.2 Civic Participation**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
2 – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	Develop and implement an action plan to address or inform others about a community issue.	No Change	
2 – P4.2.2	Participate in projects to help or inform others.	Participate in projects to help or inform others.	No Change	

# SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE

## HISTORY

### H3 The History of Michigan (through Statehood)

Standard	2007	2019	Category of Change	Note
3 – H3.0.1	Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)	Identify questions historians ask in examining the past in Michigan. Examples may include but are not limited to: What happened? When did it happen? Who was involved? How and why did it happen?	No Change	
3 – H3.0.2	Explain how historians use primary and secondary sources to answer questions about the past.	Explain how historians use primary and secondary sources to answer questions about the past.	No Change	
3 – H3.0.3	Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood)	Describe the causal relationships between three events in Michigan's past. Examples may include but are not limited to: the Erie canal, more people came, statehood.	No Change	
3 – H3.0.4	Draw upon traditional stories of American Indians (e.g., Anishinaabe - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.	Draw upon traditional stories and/or teachings of Indigenous People who lived and continue to live in Michigan in order to better understand their beliefs and histories. Examples may include but are not limited to: Teachings of the Seven Grandfathers.	Changes to make language more inclusive	
3 – H3.0.5	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.	Use informational text and visual data to compare how Indigenous People and non-Indigenous People in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.	Changes to make language more inclusive	
3 – H3.0.6	Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.	Use a variety of sources to describe interactions that occurred between Indigenous People and the first European explorers and settlers in Michigan.	Changes to make language more inclusive	
3 – H3.0.7	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).	No Change	
3 – H3.0.8	Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.	Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan. (pre-statehood)	No Change	
3 – H3.0.9	Describe how Michigan attained statehood.	Describe how Michigan attained statehood.	No Change	
3 – H3.0.10	Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).	Create a timeline to sequence and describe major eras and events in early Michigan history.	Content expectation changed to foster higher level thinking	

**GEOGRAPHY****G1     The World in Spatial Terms**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
3 – G1.0.1	Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.	Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.	No Change	
3 – G1.0.2	Use thematic maps to identify and describe the physical and human characteristics of Michigan.	Use thematic maps to identify and describe the physical and human characteristics of Michigan.	No Change	
3 – G1.0.3	N/A	Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America. Examples may include but are not limited to: locate Michigan in relation to the United States, the North Pole, and the Equator.	Other	Standard added to increase disciplinary knowledge

**G2     Places and Regions**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
3 – G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions. Examples may include but are not limited to: physical features (lakes versus land), land use (forest, agriculture, urban), and political (state, county, and tribal boundaries).	Examples added for content or clarity	
3 – G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).	Describe different regions to which Michigan belongs. Examples may include but are not limited to: Great Lakes region, Midwest, United States, North America.	No Change	

**G4 Human Systems**

Standard	2007	2019	Category of Change	Note
3 – G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)	Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities. Examples of economic activities may include but are not limited to: agriculture, e.g., corn, cherries, dairy, Christmas trees; manufacturing, e.g., automobiles, wood products; and research and development, e.g., Automation Alley, life sciences corridor, university communities. Examples of factors influencing location may include but are not limited to: Primary industries located near natural resources; manufacturing influenced by accessibility to resources, labor, markets, and capital; and services, which are often located close to markets.	No Change	
3 – G4.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)	Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors). Examples may include but are not limited to: Finnish migrating to the Upper Peninsula, Chaldeans migrating into southeastern Michigan, Dutch migrating to western Michigan.	Examples added for content or clarity	
3 – G4.0.3	Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)	Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.	No Change	
3 – G4.0.4	Use data and current information about the Anishinabek and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	Use data and current information about the Anishinabek and other Indigenous People living in Michigan today to describe the cultural aspects of modern life. Examples may include but are not limited to: obtain tribal enrollment, tribal governments, treaty rights, reservation boundaries, cultural events.	Changes to make language more inclusive	



**G5 Environment and Society**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
3 – G5.0.1	Locate natural resources in Michigan and explain the consequences of their use.	Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan. Examples may include but are not limited to: interdependence of people and the environment, interaction of people with the environment, appreciation for the environment, e.g., taking a walk, watching birds, swimming in a lake, fishing, hunting, photography, harvesting maple syrup.	Examples added for content or clarity, revised structure within grade level as well	2007 3-G5.0.1 switched to 2019 3-G5.0.2 and vice versa
3 – G5.0.2	Describe how people adapt to, use, and modify the natural resources of Michigan. (H)	Locate natural resources in Michigan and explain the consequences of their use.	Revised structure within grade/subject	2007 3-G5.0.1 switched to 2019 3-G5.0.2 and vice versa

**CIVICS AND GOVERNMENT****C1 Purposes of Government**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
3 – C1.0.1	Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).	Give an example of how Michigan state government fulfills one of the purposes of government. Examples may include but are not limited to: protecting individual rights, promoting the common good, ensuring equal treatment under the law.	No Change	

**C2 Democratic Values and Constitutional Principles of American Government**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
3 – C2.0.1	Describe how Michigan state government reflects the principle of representative government.	Describe how Michigan state government reflects the principle of representative government.	No Change	

**C3 Structure and Functions of Government**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
3 – C3.0.1	Distinguish between the roles of state and local government.	Distinguish between the roles of tribal, state, and local government.	Additional examples added to make expectations more inclusive	
3 – C3.0.2	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).	Identify goods and services provided by the state government and describe how they are funded. Examples of services may include but are not limited to: maintaining highways, state parks, state forests. Examples of how things are funded may include but are not limited to: taxes, fees, fines.	Examples added for content or clarity	

3 – C3.0.3	Identify the three branches of state government in Michigan and the powers of each.	Identify the three branches of state government in Michigan and the powers of each.	No Change	
3 – C3.0.4	Explain how state courts function to resolve conflict.	Explain how state courts function to resolve conflict.	No Change	
3 – C3.0.5	Describe the purpose of the Michigan Constitution.	Describe the purpose of the Michigan Constitution.	No Change	

## C5 Civic Participation

Standard	2007	2019	Category of Change	Note
3 – C5.0.1	Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).	Identify and explain rights and responsibilities of citizenship. Examples of rights may include but are not limited to: freedom of speech, freedom of religion, right to own property. Examples of responsibilities may include but are not limited to: respecting the rights of others, voting, obeying laws.	No Change	

## ECONOMICS

### E1 Market Economy

Standard	2007	2019	Category of Change	Note
3 – E1.0.1	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.	Content expectation changed to add more clarity or direction	
3 – E1.0.2	Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.	Identify incentives that influence economic decisions people make in Michigan. Examples may include but are not limited to: sales, coupons, tax incentives, recycling.	No Change	
3 – E1.0.3	Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)	Analyze how Michigan's location and natural resources influenced its economic development. Examples may include but are not limited to: how waterways and other natural resources have influenced economic activities such as farming, mining, lumbering, automobile manufacturing, and furniture-making.	No Change	
3 – E1.0.4	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.	No Change	
3 – E1.0.5	Explain the role of business development in Michigan's economic future.	Explain the role of entrepreneurship and business development in Michigan's economic future.	No Change	

## E2 National Economy

Standard	2007	2019	Category of Change	Note
3 – E2.0.1	Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).	Using a Michigan example, explain how specialization leads to increased interdependence. Examples may include but are not limited to: cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan.	No Change	

## E3 International Economy

Standard	2007	2019	Category of Change	Note
3 – E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	Identify products produced in other countries and consumed by people in Michigan.	No Change	

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Issues

Standard	2007	2019	Category of Change	Note
3 – P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	Identify public issues in Michigan that influence the daily lives of its citizens.	No Change	
3 – P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	No Change	
3 – P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.	Give examples of how conflicts over democratic values lead people to differ on resolutions to a public-policy issue in Michigan. Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).	Examples added for content or clarity	

### P3.3 Persuasive Communication About a Public Issue

Standard	2007	2019	Category of Change	Note
3 – P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	No Change	

### P4.2 Civic Participation

Standard	2007	2019	Category of Change	Note
3 – P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	No Change	
3 – P4.2.1	Participate in projects to help or inform others.	Participate in projects to help or inform others.	No Change	

# SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR

## HISTORY

### H3 History of Michigan (Beyond Statehood)

Standard	2007	2019	Category of Change	Note
4 – H3.0.1	Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E) <input type="checkbox"/> What happened? <input type="checkbox"/> When did it happen? <input type="checkbox"/> Who was involved? <input type="checkbox"/> How and why did it happen? <input type="checkbox"/> How does it relate to other events or issues in the past, in the present, or in the future? <input type="checkbox"/> What is its significance?	Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present. Examples of questions may include but are not limited to: What happened? When did it happen? Who was involved? How and why did it happen? How does it relate to other events or issues in the past, in the present, or in the future? What is its significance? Examples of economic activities may include but are not limited to: agriculture, mining, manufacturing, lumbering, tourism, technology, and research.	No Change	
4 – H3.0.2	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.	No Change	
4 – H3.0.3	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E)	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.	Revised structure within grade/subject	2007 4-H3.03 move to 4-H3.0.4, 2019 4-H2.0.3 moved from 2007 H3.0.7
4 – H3.0.4	Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.	Revised structure within grade/subject	2007 4-H3.03 move to 4-H3.0.4, 2007 4-H3.0.4 removed
4 – H3.0.5	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.	No Change	
4 – H3.0.6	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. Examples may include but are not limited to: stories, photos, artifacts, oral history, letters.	Additional examples added to make expectations more inclusive	

4 – H3.0.7	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8- U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG 7.2.4) (G, C, E)	Describe past and current threats to Michigan’s natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources. Examples may include but are not limited to: The Flint Water Crisis, invasive species, and wild rice.	Revised structure within grade/subject	2007 4-H3.0.7 moved to 2019 4-H3.0.3, 2019 4-H3.0.7 moved from 20074-H3.0.8 with examples added and language clarified
4 – H3.0.8	Describe past and current threats to Michigan’s natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)	N/A	Content expectation changed to add more clarity or direction	2019 4-H3.0.7 moved from 2007 4-H3.0.8 with examples added and language clarified and inclusive
4 – H3.0.9	Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.	N/A	Incorrect or developmentally inappropriate content expectations were deleted	

**GEOGRAPHY**  
**G1      The World in Spatial Terms**

Standard	2007	2019	Category of Change	Note
4 – G1.0.1	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?).	Identify questions geographers ask in examining the United States. Examples may include but are not limited to: Where is it? What is it like there? How is it connected to other places?	No Change	
4 – G1.0.2	Use cardinal and intermediate directions to describe the relative location of significant places in the United States.	Identify and describe the characteristics and purposes of a variety of geographic tools and technologies. Examples of purposes may include but are not limited to: measure distance, determine relative location, classify a region. Examples of tools and technologies may include but are not limited to: globe, map, Geographic Information systems, satellite image.	Revised structure within grade/subject	2007 4-G1.0.3 moved to 2019 4-G1.0.2, 2007 4-G1.0.2 Deleted
4 – G1.0.3	Identify and 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 and technologies, stories, songs, and pictures to answer geographic questions about the United States.	Revised structure within grade/subject	2007 4-G1.0.3 moved to 2019 4-G1.0.2, 2007 4-G1.0.2 Deleted
4 – G1.0.4	Use geographic tools and 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.	Revised structure within grade/subject	2007 4-G1.0.5 moved to 2019 4-G1.0.4

4 – G1.0.5	Use maps to describe elevation, climate, and patterns of population density in the United States	Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.	Other	Standard added to increase disciplinary knowledge
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## **G2** Places and Regions

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
4 – G2.0.1	Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).	Describe ways in which the United States can be divided into different regions. Examples may include but are not limited to: political regions, land-use regions, land-form regions, vegetation regions.	No Change	
4 – G2.0.2	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.	Locate and describe human and physical characteristics of major United States regions and compare them to the Great Lakes region.	Content expectation changed to add more clarity or direction	

## **G4** Human Systems

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
4 – G4.0.1	Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)	Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.	No Change	
4 – G4.0.2	Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)	Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States. Examples may include but are not limited to: forms of shelter, language, food.	No Change	
4 – G4.0.3	N/A	Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements. Examples may include but are not limited to: movement of fossil fuels, clothing, retirees, refugees, and manufacturing jobs into and within the United States.	Other	Standard added to increase disciplinary knowledge

## **G5** Environment and Society

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
4 – G5.0.1	Assess the positive and negative effects of human activities on the physical environment of the United States.	Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.	Content expectation changed to add more clarity or direction	

## CIVICS AND GOVERNMENT

### C1 Purposes of Government

Standard	2007	2019	Category of Change	Note
4 – C1.0.1	Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).	Identify questions political scientists ask in examining the United States. Examples may include but are not limited to: What does government do? What are the basic values and principles of American democracy? What are the roles of the citizen in American democracy?	No Change	
4 – C1.0.2	Explain probable consequences of an absence of government and of rules and laws.	Describe the purposes of government as identified in the Preamble of the Constitution.	Revised structure within grade/subject	2007 4-C1.0.2 deleted, 2007 4-C1.0.3 moved to 2019 4-C1.0.2
4 – C1.0.3	Describe the purposes of government as identified in the Preamble of the Constitution.	N/A	Revised structure within grade/subject	2007 4-C1.0.2 deleted, 2007 4-C1.0.3 moved to 2019 4-C1.0.2

### C2 Democratic Values and Constitutional Principles of American Government

Standard	2007	2019	Category of Change	Note
4 – C2.0.1	Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.	Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. Examples may include but are not limited to: individual rights, e.g., freedom of religion, freedom of expression, and freedom of press.	No Change	
4 – C2.0.2	Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).	Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations. Examples of rights may include but are not limited to: voting, freedom of religion, freedom of expression, and freedom of press. Examples of values may include but are not limited to: common good, equality, individual rights, justice (fairness), right to alter laws.	Content expectation changed to add more clarity or direction	



### C3 Structure and Functions of Government

Standard	2007	2019	Category of Change	Note
4 – C3.0.1	Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).	Give examples of ways the Constitution limits the powers of the federal government. Examples may include but are not limited to: election of public officers, separation of powers, checks and balances, Bill of Rights.	Examples added for content or clarity	
4 – C3.0.2	Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).	Give examples of exercised by the federal government, tribal governments, and state governments. Examples for federal may include but are not limited to: coining of money, declaring war. Examples for tribal governments may include but are not limited to: issuing hunting, gathering, and fishing licenses, issuing tribal identification cards. Examples for states may include but are not limited to: issuing driver's licenses, issuing marriage licenses.	Additional examples added to make expectations more inclusive	
4 – C3.0.3	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).	No Change	
4 – C3.0.4	Describe how the powers of the federal government are separated among the branches.	Describe how the powers of the federal government are separated among the branches.	No Change	
4 – C3.0.5	Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).	Give examples of how the system of checks and balances limits the power of the federal government. Examples may include but are not limited to: presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments.	No Change	
4 – C3.0.6	Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).	Describe how the President, members of the Congress, and justices of the Supreme Court come to power. Examples may include but are not limited to: elections versus appointments.	No Change	
4 – C3.0.7	Explain how the federal government uses taxing and spending to serve the purposes of government.	Explain how the federal government uses taxing and spending to serve the purposes of government.	No Change	



**C5 Civic Participation**

Standard	2007	2019	Category of Change	Note
4 – C5.0.1	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).	Explain the responsibilities of members of American society Examples may include but are not limited to: 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.	Changes to make language more inclusive	
4 – C5.0.2	Describe the relationship between rights and responsibilities of citizenship.	Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 C5.0.2 and 2007 4-C5.0.3 combined to make 2019 4-C5.0.2
4 – C5.0.3	Explain why rights have limits.	Describe ways in which people can work together to promote the values and principles of American Democracy.	Revised structure within grade/subject	2007 C5.0.4 moved to 2019 4-C5.0.3, 2007 C5.0.3 incorporated into 2019 4-C5.0.2
4 – C5.0.4	Describe ways citizens can work together to promote the values and principles of American democracy.	N/A	Revised structure within grade/subject	2007 C5.0.4 moved to 2019 4-C5.0.3

**ECONOMICS**

**E1 Market Economy**

Standard	2007	2019	Category of Change	Note
4 – E1.0.1	Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).	Identify a good or service produced in the United States and apply the three economic questions all economies must address. Examples may include but are not limited to: What goods and services will be produced? How will these goods and services be produced? Who will consume the goods and services?	Content expectation changed to foster higher level thinking	
4 – E1.0.2	Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).	Describe characteristics of a market economy. Examples may include but are not limited to: private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization.	No Change	
4 – E1.0.3	Describe how positive and negative incentives influence behavior in a market economy.	Describe how positive and negative incentives influence behavior in a market economy. Examples of positive incentives may include but are not limited to: responding to a sale, saving money, earning money. Examples of negative incentives may include but are not limited to: library fines.	Examples added for content or clarity	

4 – E1.0.4	Explain how price affects decisions about purchasing goods and services (substitute goods).	Explain how price affects decisions about purchasing goods and services. Examples may include but are not limited to: substitute goods, complementary goods.	No Change	
4 – E1.0.5	Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)	Explain how specialization and division of labor increase productivity. Examples may include but are not limited to: assembly line.	No Change	
4 – E1.0.6	Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).	Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices. Examples may include but are not limited to: supply, demand.	No Change	
4 – E1.0.7	Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.	Describe the role of money in the exchange of goods and services. Examples may include but are not limited to: people earn income and use the income to purchase goods and services.	Other	Standard was broadened to allow for multiple examples
4 – E1.0.8	Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H)	List goods and services governments provide in a market economy and explain how these goods and services are funded. Examples of goods and services may include but are not limited to: libraries, roads, parks, the Mackinac Bridge. Examples of funding may include but are not limited to: taxes, tolls, fees.	Content expectation changed to add more clarity or direction	

## E2 National Economy

Standard	2007	2019	Category of Change	Note
4 – E2.0.1	Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition).(H)	Explain how changes in the United States economy impacts levels of employment and unemployment. Examples may include but are not limited to: changing demand for natural resources, changes in technology, changes in competition.	No Change	

## E3 International Economy

Standard	2007	2019	Category of Change	Note
4 – E3.0.1	Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).	Identify advantages and disadvantages of global competition.	Content expectation changed to foster higher level thinking	

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Standard	2007	2019	Category of Change	Note
4 – P3.1.1	Identify public issues in the United States that influence the daily lives of its citizens.	Identify public issues in the United States that influence the daily lives of its citizens.	No Change	
4 – P3.1.2	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	No Change	
4 – P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.	Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public-policy issue in the United States. Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).	Examples added for content or clarity	

### P3.3 Persuasive Communication About a Public Issue

Standard	2007	2019	Category of Change	Note
4 – P3.3.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.	No Change	

### P4.2 Civic Participation

Standard	2007	2019	Category of Change	Note
4 – P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	No Change	
4 – P4.2.2	Participate in projects to help or inform others.	Participate in projects to help or inform others.	No Change	

# SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE

## U1 USHG ERA 1 – BEGINNINGS TO 1620

### U1.1 Indigenous People's Life in the Americas

Standard	2007	2019	Category of Change	Note
5 – U1.1.1	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).	Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.	No Change	
5 – U1.1.2	Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.	Compare how Indigenous Peoples in the Eastern Woodlands and another tribal region adapted to or modified the environment.	Changes to make language more inclusive	
5 – U1.1.3	Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.	Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.	Changes to make language more inclusive	

### U1.2 European Exploration

Standard	2007	2019	Category of Change	Note
5 – U1.2.1	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.	Explain the technological and political developments that made sea exploration possible. Examples may include but are not limited to: the invention of the astrolabe, improved maps, the rise of nation-states.	No Change	
5 – U1.2.2	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).	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. Examples may include but are not limited to: the economic, political, cultural, and religious consequences of colonization, including who was impacted.	Additional examples added to make expectations more inclusive	

### U1.3 African Life Before the 16th Century

Standard	2007	2019	Category of Change	Note
5 – U1.3.1	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).	Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).	No Change	

5 – U1.3.2	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.	Describe the life and cultural development of people living in West 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.	No Change	
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#### U1.4 Three World Interactions

Standard	2007	2019	Category of Change	Note
5 – U1.4.1	Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.	Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.	Changes to make language more inclusive	
5 – U1.4.2	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.	Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. Examples may include but are not limited to: letters, diaries, maps, documents, narratives, pictures, graphic data.	Changes to make language more inclusive	
5 – U1.4.3	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.	Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.	Content expectation changed to add more clarity or direction	
5 – U1.4.4	Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.	Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.	No Change	

## U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)

### U2.1 European Struggle for Control of North America

Standard	2007	2019	Category of Change	Note
5 – U2.1.1	Describe significant developments in the Southern colonies, including <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on</li> <li>• establishment of Jamestown</li> <li>• development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)</li> <li>• relationships with American Indians (e.g., Powhatan)</li> <li>• development of colonial representative assemblies (House of Burgesses)</li> <li>• development of slavery</li> </ul>	Describe significant developments in the Southern colonies, including: <ul style="list-style-type: none"> <li><input type="checkbox"/> patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement</li> <li><input type="checkbox"/> the establishment of Jamestown</li> <li><input type="checkbox"/> development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)</li> <li><input type="checkbox"/> interactions with Indigenous Peoples, including the trading of goods, services, and ideas among European and Indigenous Peoples</li> <li><input type="checkbox"/> development of colonial representative assemblies (House of Burgesses)</li> <li><input type="checkbox"/> development of slavery</li> </ul>	Changes to make language more inclusive	
5 – U2.1.2	Describe significant developments in the New England colonies, including <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement</li> <li>• relations with American Indians (e.g., Pequot/King Phillip’s War)</li> <li>• growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies</li> <li>• the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government</li> <li>• religious tensions in Massachusetts that led to the establishment of other colonies in New England</li> </ul>	Describe significant developments in the New England colonies, including: <ul style="list-style-type: none"> <li><input type="checkbox"/> patterns of settlement and control including the impact of geography (land-forms and climate) on settlement</li> <li><input type="checkbox"/> interactions with Indigenous Peoples, including the trading of goods, services, and ideas among European and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies</li> <li><input type="checkbox"/> the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government</li> <li>religious tensions in Massachusetts that led to the establishment of other colonies in New England</li> </ul>	Changes to make language more inclusive	

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 • 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	Describe significant developments in the Middle colonies, including: • patterns of settlement and control including the impact of geography (land-forms and climate) on settlement • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among European and Indigenous Peoples • the growth of economies in the Middle colonies, the Dutch settlement 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	Changes to make language more inclusive	
5 – U2.1.4	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.	No Change	
5 – U2.1.5	N/A	Explain the economic, political, cultural, and religious causes of migration to colonial North America.	Other	Standard added

## U2.2 European Slave Trade and Slavery in Colonial America

Standard	2007	2019	Category of Change	Note
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	Describe Triangular Trade including: <input type="checkbox"/> the trade routes <input type="checkbox"/> the people and goods that were traded <input type="checkbox"/> the Middle Passage <input type="checkbox"/> the impact on life in Africa	No Change	
5 – U2.2.2	Describe the life of enslaved Africans and free Africans in the American colonies.	Describe the lives of enslaved Africans and free Africans including fugitive and escaped slaves in the American colonies.	Changes to make language more inclusive	
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.	Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities. Examples may include but are not limited to: Gullah Islands, Louisiana, The Carolinas	Changes to make language more inclusive	

## U2.3 Life in Colonial America

Standard	2007	2019	Category of Change	Note
5 – U2.3.1	Locate the New England, Middle, and Southern colonies on a map. ( <i>National Geography Standard 3 p. 148</i> )	Locate the New England, Middle, and Southern colonies on a map.	No Change	

5 – U2.3.2	Describe the daily life of people living in the New England, Middle, and Southern colonies.	Describe the daily lives of people living in the New England, Middle, and Southern colonies.	No Change	
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).	Describe colonial life in America from the perspectives of at least three different groups of people. Examples may include but are not limited to: perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples.	No Change	
5 – U2.3.4	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)	Describe the development of the emerging labor force in the colonies. Examples may include but are not limited to: cash-crop farming, slavery, indentured servants.	No Change	
5 – U2.3.5	Make generalizations about the reasons for regional differences in colonial America.	Make generalizations about the reasons for regional differences in colonial America.	No Change	

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

#### U3.1 Causes of the American Revolution

Standard	2007	2019	Category of Change	Note
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.	Describe how the French and Indian War affected British policy toward the colonies and colonial dissatisfaction with the new policy.	Content expectation changed to foster higher level thinking	
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.	Describe the causes and effects of events such as the Stamp Act, the Boston Tea Party, the Intolerable Acts, and the Boston Massacre.	No Change	
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).	Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government). Examples may include but are not limited to: the Boston Tea Party, quartering of soldiers, writs of assistance, the closing of colonial legislatures.	No Change	
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)	Describe the role of the First and Second Continental Congresses in unifying the colonies. Examples may include but are not limited to: addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation.	No Change	



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)	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.	No Change	
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.	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.	No Change	
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)	Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence. Examples may include but are not limited to: Mayflower Compact, House of Burgesses and town meetings; The Iroquois Confederacy; protecting individual rights and promoting the common good, natural rights, limited government, representative government	No Change	
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.	Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	No Change	

### U3.2 The American Revolution and Its Consequences

Standard	2007	2019	Category of Change	Note
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.	Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.	No Change	
5 – U3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.	Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.	No Change	
5 – U3.2.3	Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.	Compare the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.	Changes to make language more inclusive	
5 – U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).	Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).	No Change	

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

Standard	2007	2019	Category of Change	Note
5 – U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation. (C)	Describe the powers of the national government and state governments under the Articles of Confederation.	No Change	
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).	Give examples of problems the country faced under the Articles of Confederation. Examples may include but are not limited to: lack of national army, competing currencies, reliance on state governments for money.	No Change	
5 – U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written. (C)	Explain why the Constitutional Convention was convened and why the Constitution was written.	No Change	
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).	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution. Examples may include but are not limited to: Great Compromise, Three-Fifths Compromise.	No Change	
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)	Give reasons why the Framers wanted to limit the power of government, and to whom those rights were granted. Examples may include but are not limited to: fear of a strong executive, representative government, and the importance of individual rights.	No Change	
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)	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution. Examples may include but are not limited to: the 10th Amendment, enumerated powers, reserved powers.	No Change	
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)	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.	No Change	
5 – U3.3.8	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.	Content expectation changed to foster higher level thinking	

**PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)**

**P3.1 Identifying and Analyzing Public Issues**

Standard	2007	2019	Category of Change	Note
5 – P3.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions.	No Change	
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.	Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions.	No Change	
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.	Give examples of how conflicts over democratic values lead people to differ on contemporary Constitutional issues in the United States.	No Change	

**P3.3 Persuasive Communication About a Public Issue**

Standard	2007	2019	Category of Change	Note
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.	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.	No Change	

**P4.2 Civic Participation**

Standard	2007	2019	Category of Change	Note
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.	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	No Change	
5 – P4.2.2	Participate in projects to help or inform others.	Participate in projects to help or inform others.	No Change	

# SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE SIX

## HISTORY

### H1 The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)

Standard	2007	2019	Category of Change	Note
6 – H1.1.1	Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.	N/A	Structural change made by moving standard to another grade	incorporated in 7th grade
6 – H1.1.2	Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).	N/A	Structural change made by moving standard to another grade	incorporated in 7th grade7-H1.1.1

### H1.2 Historical Inquiry and Analysis

Standard	2007	2019	Category of Change	Note
6 – H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	N/A	Structural change made by moving standard to another grade	2019 7-H1.2.1
6 – H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	N/A	Structural change made by moving standard to another grade	2019 7-H1.2.3
6 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	N/A	Structural change made by moving standard to another grade	2019 7-H1.2.4
6 – H1.2.4	Compare and evaluate competing historical perspectives about the past based on proof.	N/A	Structural change made by moving standard to another grade	2019 7-H1.2.6
6 – H1.2.5	Identify the role of the individual in history and the significance of one person's ideas.	N/A	Structural change made by moving standard to another grade	2019 7-H1.2.6

### H1.4 Historical Understanding

Standard	2007	2019	Category of Change	Note
6 – H1.4.1	Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).	N/A	Structural change made by moving standard to another grade	2019 7-H1.4.1

6 – H1.4.2	Describe and use themes of history to study patterns of change and continuity.	N/A	Structural change made by moving standard to another grade	2019 7-H1.4.2
6 – H1.4.3	Use historical perspective to analyze global issues faced by humans long ago and today	N/A	Structural change made by moving standard to another grade	2019 7-H1.4.3

**W1 WHG ERA 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.**

**W1.1 Peopling of the Earth**

Standard	2007	2019	Category of Change	Note
6 – W1.1.1	Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).	N/A	Repetitive or redundant standards consolidated	incorporated in 7th grade 2019 7-G4.3.3, 7-W1.1.1
6 – W1.1.2	Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	incorporated in 7th grade 2019 7-W2.1.1 through 7-W2.1.4

**W1.2 Agricultural Revolution**

Standard	2007	2019	Category of Change	Note
6 – W1.2.1	Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).	N/A	Structural change made by moving standard to another grade	2019 7-W1.2.1
6 – W1.2.2	Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).	N/A	Structural change made by moving standard to another grade	2019 7-W1.2.2
6 – W1.2.3	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).	N/A	Structural change made by moving standard to another grade	2019 7-W1.2.3

**W2 WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.**

**W2.1 Early Civilizations and Early Pastoral Societies**

Standard	2007	2019	Category of Change	Note
6 – W2.1.1	Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.	N/A	Structural change made by moving standard to another grade	2019 7-W1.1.1 and 2019 7-W1.2.2
6 – W2.1.2	Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).	N/A	Structural change made by moving standard to another grade	2019 7-W2.1.2
6 – W2.1.3	Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).	N/A	Other	Incorporated into 2019 7th grade process skills

6 – W2.1.4	Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).	N/A	Structural change made by moving standard to another grade	2019 7-W2.1.5
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### W3 WHG ERA 3 – CLASSICAL TRADITIONS AND MAJOR EMPIRES, 1000 B.C.E./B.C.TO 300 C.E./A.D.

#### W3.1 Classical Traditions and Major Empires in the Western Hemisphere

Standard	2007	2019	Category of Change	Note
6 – W3.1.1	Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	incorporated into 2019 7-W3.1.2
6 – W3.1.2	Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).	N/A	Structural change made by moving standard to another grade	2019 7-W3.1.7
6 – W3.1.3	Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.	N/A	Structural change made by moving standard to another grade	Incorporated into 2019 7-W3.1.1
6 – W3.1.4	Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.	N/A	Repetitive or redundant standards consolidated	Incorporated into 2019 7-W3.1.5 and 7-W3.1.8 and 7-W3.1.9
Standard	2007	2019	Category of Change	Note
6 – W3.1.5	Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).	N/A	Structural change made by moving standard to another grade	Incorporated into 2019 7-3.1.10

### GEOGRAPHY

#### G1 The World in Spatial Terms: Geographical Habits of Mind

##### G1.1 Spatial Thinking

Standard	2007	2019	Category of Change	Note
6 – G1.1.1	Describe how geographers use mapping to represent places and natural and human phenomena in the world.	Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales. Examples may include but are not limited to: looking for the significance of location, making comparisons among places and regions, identifying spatial patterns and comparing patterns, exploring how places and people are connected as well as how people are part of, use, and impact the environment. Spatial analysis can also involve looking at an issue at different scales in order to provide different insights.	Content expectation changed to foster higher level thinking	

6 – G1.1.2	Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).	Draw a sketch map, or add information to an outline map, of the world or a world region. Examples may include but are not limited to: locate on a world map: United States, North and South America, Africa, Europe, and Asia; continents; oceans; latitude lines – Equator, Prime Meridian, tropics of Cancer and Capricorn; Arctic and Antarctic circles using Geographic Information Systems (GIS), drawing, or web-based programs.	Examples added for content or clarity	
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### ***G1.2 Geographical Inquiry and Analysis***

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
6 – G1.2.1	Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.	Revised structure within grade/subject	2007 standard deleted, 2019 6-G1.2.1 standard moved from 2007 6-G1.2.6
6 – G1.2.2	Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.	Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers. Examples may include but are not limited to: different countries may label disputed territories differently, remote sensing images provide information not visible to humans.	Examples added for content or clarity	
6 – G1.2.3	Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.	Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.	Content expectation changed to foster higher level thinking	
6 – G1.2.4	Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions	Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions. Examples may include but are not limited to: pictures, aerial photos, and remote sensing images.	Terminology changed to strengthen the consistent use of vocabulary	



6 – G1.2.5	Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.	Locate and use information from GIS and satellite remote sensing to answer geographic questions. Examples may include but are not limited to: Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.	Content expectation changed to add more clarity or direction	
6 – G1.2.6	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.	Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population. Examples may include but are not limited to: how natural characteristics are associated with sparse population densities, how different combinations of natural and human factors lead to different densities, and why major cities are located where they are.	Revised structure within grade/subject	2019 standard added to increase disciplinary knowledge, 2007 standard moved to 2019 6-G1.2.1

### ***G1.3 Geographical Understanding***

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
6 – G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.	Use the fundamental themes of geography (location, place, human- environment interaction, movement, region) to describe regions or places on earth. Examples may include but are not limited to: <input type="checkbox"/> “Place” deals with the natural and human characteristics of a place while “location” deals with where the place is, especially relative to other places <input type="checkbox"/> “Human-environment interaction” deals with resources, human adaptation, and human impact, as well as natural catastrophes <input type="checkbox"/> “Movement” includes migration of people, transportation of goods and services, and the diffusion of information, as well as the movement of material in natural cycles, such as water through hydrology <input type="checkbox"/> “Regions” are generalizations about the common characteristics of area	Examples added for content or clarity	
6 – G1.3.2	Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	Revised structure within grade/subject	2007 combined in 2019 6-G1.3.1, 2007 G1.3.3 moved to 2019 6-G1.3.2



6 – G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	N/A	Revised structure within grade/subject	2007 G1.3.3 moved to 2019 6-G1.3.2
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**G2 Places and Regions**  
**G2.1 Physical Characteristics of Place**

Standard	2007	2019	Category of Change	Note
6 – G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.	Locate and describe the basic patterns of landforms. Examples include but are not limited to: patterns at continental scale or larger.	Content expectation changed to foster higher level thinking	
6 – G2.1.2	Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.	Locate and describe the basic patterns and processes of plate tectonics. Examples may include but are not limited to: the location of continental plates and the Ring of Fire. Processes include plate movement, uplift, earthquakes, and volcanism.	Other	Standard changed to increase discipline area knowledge
6 – G2.1.3	N/A	Locate and describe the characteristics and patterns of major world climates and ecosystems. Examples may include but are not limited to: tropical wet and tropical wet-dry, arid and semi-arid, sub-tropical, continental, and arctic climates. Ecosystems include tropical rain forest, savanna, grassland, desert, temperate and coniferous forests, tundra, oceans, and ice caps.	Other	Standard added to increase discipline area knowledge

**G2.2 Human Characteristics of Place**

Standard	2007	2019	Category of Change	Note
6 – G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.	No Change	

6 – G2.2.2	Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).	Explain how communities are affected positively or negatively by changes in technology. Examples may include but are not limited to: how changes in transportation and communication technology influence where people live, how changes in manufacturing influence where factories are located, and how changes in energy technology reduce or increase economic activity and environmental impact. Examples also include negative impacts on communities, such as job loss when a technology changes and economic activities move.	Additional examples added to make expectations more inclusive	
6 – G2.2.3	Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).	Explain how culture and experience influence people's perceptions of places and regions. Examples may include but are not limited to: how an immigrant and a resident might view a community, how a tourist might see a culture differently than someone who was born and lives there, and how international travel might change a person's perspective.	Additional examples added to make expectations more inclusive	
6 – G2.2.4	N/A	Interpret population pyramids from different countries including birth rates, death rates, male-female differences, and the causes and consequences of the age structure of the population.	Other	Standard added to increase discipline area knowledge
6 – G2.2.5	N/A	Generalize about how human and natural factors have influenced how people make a living and perform other activities in a place. Examples may include but are not limited to: how physical features, including mountains, rivers, coasts, deserts, and natural resources, as well as human factors such as political boundaries and accessibility can affect community size and location. Additional examples might include how groups of people with different levels of economic or political power might choose or be restricted to different locations.	Other	Standard added to increase discipline area knowledge

**G3 Physical Systems**  
**G3.1 Physical Processes**

Standard	2007	2019	Category of Change	Note
6 – G3.1.1	Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).	Interpret and compare climographs from different latitudes and locations. Examples include but are not limited to: how latitude and elevation impact South American ecosystems, how latitude and seasons affect African ecosystems, and how climate change impacts ecosystems.	Content expectation changed to add more clarity or direction	
6 – G3.1.2		Explain the factors that cause different climate types.	Other	Standard added to increase discipline area knowledge

**G3.2 Ecosystems**

Standard	2007	2019	Category of Change	Note
6 – G3.2.1	Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).	Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, land-forms, location, and human activity. Examples may include but are not limited to: deciduous forest versus prairies in the U.S., tropical rain forest versus savanna and desert in Africa, and taiga versus coniferous forests in Canada or Russia.	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 6-G3.2.1 and 6-G3.2.2 combined to make 2019 6-G3.2.1
6 – G3.2.2	Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	

**G4 Human Systems**  
**G4.1 Cultural Mosaic**

Standard	2007	2019	Category of Change	Note
6 – G4.1.1	Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).	Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and positive and negative consequences of the change. Examples may include but are not limited to: describing the spread of businesses such as fast food franchises, sports like karate or soccer, products like athletic shoes, languages like English, or diseases like the Zika virus.	Content expectation changed to foster higher level thinking	

6 – G4.1.2	N/A	Compare and contrast the gender roles assigned to men and women in different societies. Examples may include but are not limited to: how different religions and/or nations assign, expect, or require different roles for men and women, such as who can vote, own property, or hold office. Note that gender roles are culturally defined and vary widely. Within a culture, the majority of traditional roles have varying degrees of acceptance and change over time.	Other	Standard added to increase discipline area knowledge
6 – G4.1.3	N/A	Describe cultures of the region being studied, including the major languages and religions.	Other	Standard added to increase discipline area knowledge
6 – G4.1.4	N/A	Explain how culture influences the daily lives of people. Examples may include but are not limited to: how people make a living, raise families, and educate children and practice their religion in different cultures and communities.	Other	Standard added to increase discipline area knowledge

#### ***G4.2 Technology Patterns and Networks***

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
6 – G4.2.1	List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).	Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport people and products and spread ideas throughout the world. Examples may include but are not limited to: the advantages and disadvantages of trucks, trains, ships, and planes for transporting people and/or material; the advantages and disadvantages of print, radio, television, the Internet, and social media for moving information.	Examples added for content or clarity	

#### **G4.3 Patterns of Human Settlement**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
6 – G4.3.1	Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).	Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences. Examples may include but are not limited to: recovering land in the Netherlands, irrigating deserts or clearing forests for agriculture, and using air conditioning in the southern United States. A technology example might be how irrigation technology changed farming in the Great Plains or how the Green Revolution changed farming in Asia.	Content expectation changed to add more clarity or direction	Standard and examples adapted to encourage global comparison
6 – G4.3.2	Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).	Describe patterns of settlement and explain why people settle where they do and how people make their livings. Examples may include but are not limited to: coastal and river towns in the past and present, the location of mega-cities, and how people make their livings in different locations. Examples also include forced settlement and/or restrictions on resettlement.	Content expectation changed to foster higher level thinking	
6 – G4.3.3	N/A	Explain the patterns, causes, and consequences of major human migrations. Examples may include but are not limited to: refugee migrations, economic migrations, seasonal migration, and migrations from rural to urban.	Other	Standard added to increase discipline area knowledge

#### **G4.4 Forces of Cooperation and Conflict**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
6 – G4.4.1	Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).	Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).	No Change	

6 – G4.4.2	Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.	Evaluate examples of cooperation and conflict within the region under study from different perspectives. Examples may include but are not limited to: cooperation between the U.S. and Canada to protect the fresh water of the Great Lakes, cooperation efforts to stop the spread of diseases among populations or conflict over control of islands in the South China Sea.	Content expectation changed to foster higher level thinking	Examples added to increase global perspective
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**G5 Environment and Society**

**G5.1 Humans and the Environment**

Standard	2007	2019	Category of Change	Note
6 – G5.1.1	Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).	Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology. Examples may include but are not limited to: how population pressure impacts deforestation in Brazil, how higher standards of living increase pollution in China, how the use of plastics in the U.S. can impact water resources, and how use of fossil fuels leads to climate change.	Content expectation changed to add more clarity or direction	
6 – G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).	Explain how different technologies can have positive and negative impacts on the environment. Examples may include but are not limited to the following: energy examples include advantages and disadvantages of wind and solar power generation, as well as fracking and tar sands mining. Transportation examples might include road and rail transportation and expansion of cities. Agricultural examples might include terracing, deforestation, or the use of pesticides and herbicides.	Content expectation changed to add more clarity or direction	

6 – G5.1.3	Identify the ways in which human- induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).	Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places. Examples include but are not limited to: how cutting forests in one region may result in flooding downstream; how plastic litter in the watershed leads to lake and ocean pollution; how over-fertilization and phosphate use can lead to changes in water quality; and how different factors lead to global climate change, which may impact regions differently.	Terminology changed to strengthen the consistent use of vocabulary	
6 – G5.1.4	N/A	Define natural resources and explain how people in different places use, define and acquire resources in different ways.	Other	Standard added to increase discipline area knowledge

### **G5.2 Physical and Human Systems**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
6– G5.2.1	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).	Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in responding to the change. Examples may include but are not limited to: how drought in Africa and Syria is leading to emigration, coral bleaching is leading to reduced tourism in Australia and the Caribbean, earthquakes are leading to revised building codes, or sea level rise is leading to coastal flooding and barrier construction.	Terminology changed to strengthen the consistent use of vocabulary	
6– G5.2.2	N/A	Analyze how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster. Examples may include but are not limited to: how building in flood plains increases the likelihood of a natural disaster, and how the federal Soil Conservation Service works to prevent a natural disaster, such as the Dust Bowl.	Other	Standard added to increase discipline area knowledge

**G6 Global Issues****G6.1 Global Topic Investigation and Issue Analysis**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
6 – G6.1.1	<p>Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</p> <p><i>Contemporary Investigation Topics</i></p> <p>Global Climate Change – Investigate the impact of global climate change and describe the significance for human/environment relationships.</p> <p>Globalization – Investigate the significance of globalization and describe its impact on international economic and political relationships.</p> <p>Migration – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.</p> <p>Human-Environmental Interactions – Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future.</p> <p>Natural Disasters – Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.</p>	<p>Identify global issues.</p> <p>Examples may include but are not limited to: natural disasters, immigration, food production, food distribution, the impact of climate change, population growth, resource use and depletion, meeting the needs of refugees, migration, poverty, economic development, conflict, and terrorism.</p>	Content expectation changed to foster higher level thinking	2007 6--G6.1.1, 6-G1.1.2 expanded and divided into 2019 6--G6.1.1, 6-G1.1.2 and 6-G6.1.1.3
6 – G6.1.2	<p>Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</p>	<p>Investigate a contemporary global issue by applying the skills of geographic inquiry. Examples may include but are not limited to: asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions when practical; using inquiry methods to acquire content knowledge and appropriate data about the issue; identifying the causes and consequences and analyze the impact, both positive and negative.</p>	Content expectation changed to foster higher level thinking	2007 6--G6.1.1, 6-G1.1.2 expanded and divided into 2019 6--G6.1.1, 6-G1.1.2 and 6-G6.1.1.3
6 – G6.1.3	N/A	<p>Develop a plan for action.</p> <p><input type="checkbox"/> Share and discuss findings of research and issue analysis in group discussions and debates</p> <p><input type="checkbox"/> Compose a persuasive essay justifying a position with a reasoned argument</p> <p><input type="checkbox"/> Develop an action plan to address or inform others about the issue, at local to global scales</p>	Content expectation changed to foster higher level thinking	2007 6--G6.1.1, 6-G1.1.2 expanded and divided into 2019 6--G6.1.1, 6-G1.1.2 and 6-G6.1.1.3



## CIVICS AND GOVERNMENT

### C1 Purposes of Government

#### C1.1 Nature of Civic Life, Politics, and Government

Standard	2007	2019	Category of Change	Note
6 – C1.1.1	Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).	Compare and contrast different ideas about the purposes of government in different nations, nation-states or governments. Examples of purposes may include but are not limited to: protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion. Purposes may also include keeping an ethnic group or party in power. Governments may include those of nation-states, newly independent states, emerging states, and other governmental entities such as tribal governments.	Content expectation changed to add more clarity or direction	

### C3 Structure and Functions of Government

#### C3.6 Characteristics of Nation-States

Standard	2007	2019	Category of Change	Note
6 – C3.6.1	Define the characteristics of a nation- state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.	Define the characteristics of modern nation-states. Examples may include but are not limited to: a specific territory; clearly defined boundaries; citizens; collect taxes and provide services; jurisdiction over people who reside there; laws; and government.	Terminology changed to strengthen the consistent use of vocabulary	
6 – C3.6.2	Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.	Compare and contrast various forms of government around the world. Examples may include but are not limited to: democracies, parliamentary systems, dictatorships, oligarchies, and theocracies.	Content expectation changed to foster higher level thinking	Examples and standard changed to reflect a global analysis

#### C4 Relationship of United States to Other Governments, World Issues, and World Governing Organizations

##### C4.3 Conflict and Cooperation Between and Among Nations

Standard	2007	2019	Category of Change	Note
6 – C4.3.1	Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).	Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other nation- states. Examples may include but are not limited to: climate change, and human and civil rights; within the United States, federal/tribal relations in the United States	Content expectation changed to add more clarity or direction	
6 – C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).	Explain the challenges to governments and the cooperation needed to address international issues.	No Change	
6 – C4.3.3	Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).	Analyze the impact of treaties, agreements, and international organizations on global issues. Examples may include but are not limited to: the North American Free Trade Agreement (NAFTA) or subsequent agreements, the North Atlantic Treaty Organization (NATO), the Organization of American States (OAS), the United Nations (UN), the Universal Declaration of Human Rights and the Paris Climate Accord.	Content expectation changed to foster higher level thinking	

#### ECONOMICS

##### E1 The Market Economy

##### E1.1 Individual, Business, and Government Choices

Standard	2007	2019	Category of Change	Note
6 – E1.1.1	Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).	Explain how incentives and disincentives in the market economy can change the decision-making process. Examples may include but are not limited to: acquiring money, profit, and goods; wanting to avoid loss of position in society; job placement; taxes on cigarettes to discourage smoking; raising prices to increase profit.	Content expectation changed to foster higher level thinking	

**E2 The National Economy**  
**E2.3 Role of Government**

Standard	2007	2019	Category of Change	Note
6 – E2.3.1	Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.	Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies. Examples may include but are not limited to: implications of economic sanctions on all countries involved.	Content expectation changed to add more clarity or direction	

**E3 International Economy**  
**E3.1 Economic Systems**

Standard	2007	2019	Category of Change	Note
6 – E3.1.1	Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.	Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?	Revised structure within grade/subject	2007 6-E3.1.1 moved to 2019 6-E3.3.1; 2007 6-3.3.1 moved to 2019 6-E3.1.1
6 – E3.1.2	Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).	Compare and contrast the economic and ecological costs and benefits of different kinds of energy production. Examples may include but are not limited to: oil, coal, natural gas, nuclear, biomass, solar, geothermal, wind, and the impact of each.	Revised structure within grade/subject	2007 6-E3.1.1 moved to 2019 6-E3.3.1, 2019 6-E2.1.2 added to increase disciplinary knowledge
6 – E3.1.3	Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).	N/A	Revised structure within grade/subject	2007 6-E3.1.1 moved to 2019 6-E3.3.3

**E3.3 Economic Interdependence**

Standard	2007	2019	Category of Change	Note
6 – E3.3.1	Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)	Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.	Revised structure within grade/subject	2007 6-E3.3.1 moved to 2019 6-E3.1.1; 2007 6-3.1.2 moved to 2019 6-E3.3.1
6 – E3.3.2	N/A	Diagram or map the flow of materials, labor, and capital used to produce a consumer product. Examples may include but are not limited to:	Revised structure within grade/subject	2007 6-E3.1.2 moved to 2019 6-E3.3.2

		global supply chain, computer production, automobile production.		
6 – E.3.3.3	N/A	Explain how communication innovations have affected economic interactions and where and how people work. Examples may include but are not limited to: Internet-based home offices, international work teams, international companies, online shopping.	Revised structure within grade/subject	2007 6-E3.1.3 moved to 2019 6-E3.3.3

## **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)**

### **P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Global Issue, and Civic Participation**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
6 – P3.1.1	<p>Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p> <ul style="list-style-type: none"> <li>• Identify public policy issues related to global topics and issues studied.</li> <li>• Clearly state the issue as a question of public policy orally or in written form.</li> <li>• Use inquiry methods to acquire content knowledge and appropriate data about the issue.</li> <li>• Identify the causes and consequences and analyze the impact, both positive and negative.</li> <li>• Share and discuss findings of research and issue analysis in group discussions and debates.</li> <li>• Compose a persuasive essay justifying the position with a reasoned argument.</li> <li>• Develop an action plan to address or inform others about the issue at the local to global scales.</li> </ul>	<p>Integrate Michigan Process and Skills Standards into a grade appropriate project. Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives, and generate and evaluate alternative resolutions. Identify public-policy issues related to global topics and issues studied.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use Michigan Social Studies Process and Skills methods to acquire content knowledge and appropriate data about the issue</li> <li><input type="checkbox"/> Identify the causes and consequences and analyze the impact, both positive and negative</li> <li><input type="checkbox"/> Share and discuss findings of research and issue analysis in group discussions and debates</li> <li><input type="checkbox"/> Compose a persuasive essay justifying a position with a reasoned argument</li> <li><input type="checkbox"/> Develop an action plan to address or inform others about the issue at a local, national or global scale</li> </ul>	Content expectation changed to add more clarity or direction	

### **P4.2 Civic Participation**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
6 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	No Change	

6 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	Engage in activities intended to contribute to solving the local, national or global issues studied.	No Change	
6 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	Participate in projects to help or inform others.	Examples removed	

# SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE SEVEN

## HISTORY

### H1 The World in Temporal Terms: Historical Habits of Mind

#### H1.1 Temporal Thinking

Standard	2007	2019	Category of Change	Note
7 – H1.1.1	Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.	Compare and contrast several different calendar systems used in the past and present and their cultural significance. Examples may include but are not limited to: sundial; lunar solar; Gregorian calendar: BC/AD; contemporary secular: BCE/CE; Chinese; Hebrew; Islamic/Hijri.	Revised structure within grade/subject	2019 7-H1.1.1 moved from 2007 7-H1.1.2
7 – H1.1.2	Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C. /A.D.; contemporary secular – B.C.E./ C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).	N/A	Revised structure within grade/subject	2019 7-H1.1.1 moved from 2007 7-H1.1.2

#### H1.2 Historical Inquiry and Analysis

Standard	2007	2019	Category of Change	Note
7 – H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	Explain how historians use a variety of sources to explore the past. Examples may include but are not limited to: artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, and DNA analysis.	No Change	
7 – H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. Examples may include but are not limited to: a wide range of Document-Based Questions are available to develop case studies appropriate to the era in both Afro Eurasia and the Americas.	Examples added for content or clarity	
7 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	No Change	

7 – H1.2.4	Compare and evaluate competing historical perspectives about the past based on proof.	Compare and evaluate differing historical perspectives based on evidence.	No Change	
7 – H1.2.5	Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.	Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.	No Change	
7 – H1.2.6	Identify the role of the individual in history and the significance of one person’s ideas.	Identify the role of the individual in history and the significance of one person’s ideas.	No Change	

#### **H1.4 Historical Understanding**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
7 – H1.4.1	Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).	Describe and use cultural institutions to study an era and a region. Examples may include but are not limited to: political and economic institutions, religion and beliefs, science and technology, written language, education, and family structure.	No Change	
7 – H1.4.2	Describe and use themes of history to study patterns of change and continuity.	Describe and use themes of history to study patterns of change and continuity. Examples may include but are not limited to: Several lists of history themes are available, including: SPEC (Social, political, economic, and cultural) the History for Us All themes (Patterns of Population; Economic Networks and Exchange; Uses and Abuses of Power; Haves and Have- Nots; Expressing Identity; Science, Technology, and the Environment; and Spiritual Life and Moral Codes).	Examples added for content or clarity	
7 – H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.	Use historical perspectives to analyze global issues faced by humans long ago and today.	No Change	

#### **W1 WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 BCE/CE**

##### **W1.1 Peopling of Earth**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
7 – W1.1.1	Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.	Explain how and when human communities populated major regions of the world and adapted to a variety of environments.	Structural change made by moving standard to another grade	Similar standards in 2007 6th & 7th grade were combined to encourage a global perspective
7 – W1.1.2	Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.	Explain what archaeologists have learned about Paleolithic and Neolithic societies.	Structural change made by moving standard to another grade	Similar standards in 2007 6th & 7th grade were combined to encourage a global perspective

### W1.2 Agricultural Revolution

Standard	2007	2019	Category of Change	Note
7 – W1.2.1	N/A	Describe the transition of many cultures from hunter- gatherers to sedentary agriculture (domestication of plants and animals).	Structural change made by moving standard to another grade	2019 7-W1.2.1 from 2007 6-W1.2.1
7 – W1.2.2	Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).	Explain the importance of the natural environment in the development of agricultural settlements in different locations. Examples may include but are not limited to: the importance of available water for irrigation, adequate precipitation, fertile soil, locally available plants and animals, and adequate growing seasons.	Examples added for content or clarity	
7 – W1.2.3	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).	Explain the impact of the first Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter- gatherer societies).	Terminology changed to strengthen the consistent use of vocabulary	
7 – W1.2.4	Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).	N/A	Repetitive or redundant standards consolidated	Incorporated into 2019 7-W2.1.4

## W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 To 1000 BCE/BC and Western Hemisphere 4000 BCE/BC To 1500 CE/AD

### W2.1 Early Civilizations and Major Empires

Standard	2007	2019	Category of Change	Note
7 – W2.1.1	Describe the importance of the development of human language, oral and written, and its relationship to the development of culture <input type="checkbox"/> verbal vocalizations <input type="checkbox"/> standardization of physical (rock, bird) and abstract (love, fear) words <input type="checkbox"/> pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)	Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture. Examples may include but are not limited to: standardization of physical (rock, bird) and abstract (love, fear) words. In addition, examples may include forms of non-verbal communication from pictographs to abstract writing (governmental administration, laws, codes, history, and artistic expressions).	No Change	
7 – W2.1.2	Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).	Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).	Structural change made by moving standard to another grade	2007 6-W2.1.2 moved to 2019 7-W2.1.2



7 – W2.1.3	Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).	Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements and development of early civilizations. Examples may include but are not limited to: the Tigris and Euphrates, Huang He, Nile, Indus, and Mississippi rivers.	Revised structure within grade/subject	2007 7-W2.1.2 moved to 2019 7-W2.1.3
7 – W2.1.4	Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).	Examine early civilizations to describe their common features, including environment, economies, and social institutions. Examples may include but are not limited to: the Nile, Tigris/Euphrates, and Indus river civilizations in deserts, and Huang He and Mississippi river valley civilizations, and Mesoamerican and Andean civilizations. Topics might include ways of governing, stable food supplies, economic and social structures, use of resources and technology, division of labor, and forms of communication.	Revised structure within grade/subject	2007 7-W2.1.4 moved to 2019 7-W2.1.5, 2019 7-W2.1.4 from 2007 7-W2.1.3
7 – W2.1.5	Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.	Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another. Examples may include but are not limited to: the spread of iron; agriculture; and cultural changes associated with permanent settlements. Cultural diffusion involves identifying the innovation, how it is being spread, who the adopters are, and the intended or unintended consequences of the innovation.	Revised structure within grade/subject	2007 7-W2.1.4 moved to 2019 7-W2.1.5, 2019 7-W2.1.4 from 2007 7-W2.1.3
7 – W2.1.6	N/A	Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes. Examples may include but are not limited to: the steppes of Central Asia, the savannas of East Africa, the tundra of northern Eurasia, or the mountains of Tibet or South America	Revised structure within grade/subject	2007 7-W2.1.5 moved to 2019 7-W2.1.6,

**W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 BCE to 300 CE**
**W3.1 Classical Traditions**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
7 – W3.1.1	Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).	Describe the characteristics that classical civilizations share. Examples may include but are not limited to: institutions, cultural styles, and systems of thought that influenced neighboring peoples and have endured for several centuries.	No Change	
7 – W3.1.2	Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.	Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.	No Change	
7 – W3.1.3	Compare and contrast the defining characteristics of a city-state, civilization, and empire.	Compare and contrast the defining characteristics of a city-state, civilization, and empire.	No Change	
7 – W3.1.4	Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.	Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.	No Change	
7 – W3.1.5	Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy	Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.	Examples removed	
7 – W3.1.6	Use historic and modern maps to locate and describe trade networks among empires in the classical era.	Use historic and modern maps to locate and describe trade networks linking empires in the classical era. Examples may include but are not limited to: the early Silk Road.	Examples added for content or clarity	
7 – W3.1.7	Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).	Use a case study to describe how trade integrated cultures and influenced the economy within empires. Examples may include but are not limited to: Assyrian and Persian Empires, Egypt and Nubia/Kush, Phoenician and Greek networks, early Silk Road, Mesoamerican and Andean Empires.	Examples added for content or clarity	

7 – W3.1.8	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires. Examples may include but are not limited to: the Chin and Han Dynasties, the Mauryan Empire, Egypt, Greek city-states, the Roman Empire, as well as the Aztec, Mayan, and Incan Empires.	Examples added for content or clarity	Examples expanded to include empires from both hemispheres
7 – W3.1.9	Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.	Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires. Examples may include but are not limited to: Mesopotamian Empires: cuneiform, Code of Hammurabi; the Ten Commandments; The Tang Code; The Roman Justinian Code; Indian Empires: Sanskrit; Nile River Empires: hieroglyphs; Chinese Empire: character writing, belief system of Confucianism, Daoism, Legalism; American Empires: Incan knot language, Mayan codices.	Examples added for content or clarity	
7 – W3.1.10	Create a time line that illustrates the rise and fall of classical empires during the classical period.	Create a time line that illustrates the rise and fall of classical empires during the classical period.	No Change	
7 – W3.1.11	N/A	Explain the role of economics in shaping the development of classical civilizations and empires. Examples may include but are not limited to: trade routes and their significance, and supply and demand for products.	Structural change made by moving standard to another grade	2007 6-W3.1.5 moved to 2019 7-W3.1.11

### **W3.2 Growth and Development of World Religions**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
7 – W3.2.1	Identify and describe the beliefs of the five major world religions.	Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam. Examples may include but are not limited to: comparing major figures, sacred texts, and beliefs (ethnic vs universalizing, monotheistic vs. polytheistic) among religions; case studies of continuity of local indigenous belief systems or animistic religions; case studies of continuity of local indigenous belief	Examples added for content or clarity	

		systems or animistic religions; comparisons with religious traditions that developed after 1500 CE such as Protestantism.		
7 – W3.2.2	Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.	Locate the geographical center of major religions and map the spread through 1500 CE	Terminology changed to strengthen the consistent use of vocabulary	
7 – W3.2.3	Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro- Eurasia.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	

#### W4 WHG Era 4 – Bridge to Era 4 - Case Studies from Three Continents

Standard	2007	2019	Category of Change	Note
7 – W4.1.1	N/A	Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. Examples may include but are not limited to: the fall of Rome, collapse of the Mayans, demise of Incan Empire.	Other	From 2007 HSWHG standards
7 – W4.1.2	N/A	Africa to 1500 – use a case study to describe how trade integrated cultures and influenced the economy within early African empires. Examples may include but are not limited to: comparing characteristics of Aksum, Ghana, Mali, or Songhai civilizations; or interpreting maps of the Trans-Saharan trade in gold and salt.	Other	From 2007 HSWHG standards
7 – W4.1.3	N/A	North America to 1500 – Use a case study to describe the culture and economy of an indigenous people in North America prior to 1500. Examples may include but are not limited to: Eastern Woodland (Iroquois, Anishinabek) Southeast (Cherokee, Seminole), Middle America/Mexico (Aztec), Southwest (Navajo, Apache) Northwest (Salish, Muckleshoot) and the Great Plains (Lakota, Blackfeet.)	Other	From 2007 HSWHG standards

#### G1 The World in Spatial Terms

##### G1.2 Geographical Inquiry and Analysis

Standard	2007	2019	Category of Change	Note
7 – G1.1.1	Explain and use a variety of maps, globes, and web-based geography technology to study the world, including global, interregional, regional, and local scales.	N/A	Structural change made by moving standard to another grade	2007 7-G1.1.1 --> 2019 6-G1.1.1

7 – G1.1.2	Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).	N/A	Content expectation changed to counter misconception	Incorporated into 2019 6-G1.1.2
7 – G1.2.1	Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.	Use a variety of geographic tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations. Examples may include but are not limited to: using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology, and language environments, or investigating how goods and services flowed in the Roman Empire.	Structural change made by moving standard to another grade	Incorporated into 2019 6-G2.1.1
7 – G1.2.2	Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue. Examples may include but are not limited to: analyzing the natural and human factors that limited the extent of the Roman Empire.	Revised structure within grade/subject	2007----> 2019 6-G1.2.2, 2019 7-G1.2.2 incorporated 2007 6-G1.2.6 and 7-G1.2.6, 7-G1.2.5
7 – G1.2.3	Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.	Use, interpret, and create maps and graphs representing places and regions in the era being studied. Examples include but are not limited to: using and interpreting maps in historical atlases, creating hand-drawn maps, and using basic GIS.	Content expectation changed to foster higher level thinking	
7 – G1.2.4	Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.	Locate and use information from maps and GIS to answer geographic questions on the era and region being studied. Examples may include but are not limited to: Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.	Revised structure within grade/subject	2019 7-G1.2.4 based on 7-G1.2.3
7 – G1.2.5	Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2019 7-G1.2.2 incorporated 2007 6-G1.2.6 and 7-G1.2.6, 7-G1.2.5

7 – G1.2.6	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2019 7-G1.2.2 incorporated 2007 6-G1.2.6 and 7-G1.2.6, 7-G1.2.5
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### G3 Investigation and Analysis

Standard	2007	2019	Category of Change	Note
7 – G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.	N/A	Revised structure within grade/subject	2007 7-G1.3.1 ---> 2019 6-G1.3.1
7 – G1.3.2	Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Moved to 6th grade and combined with several other standards
7 – G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	N/A	Revised structure within grade/subject	2007 7-G1.3.3 --->2019 6-G1.3.1
7 – G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.	N/A		Incorporated into 2019 6-G2.1.1
7 – G2.1.2	Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.	N/A	Other	removed
7 – G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	N/A	Structural change made by moving standard to another grade	2007 7-G2.2.1 moved to 6-G2.2.1
7 – G2.2.2	Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).	N/A	Structural change made by moving standard to another grade	2007 7-G2.2.2 moved to 2019 6-G2.2.2
7 – G2.2.3	Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).	N/A	Structural change made by moving standard to another grade	2007 7-G2.2.3 incorporated into 2019 6-G2.2.3

7 – G3.1.1	Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).	Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action. Era 1 Examples may include but are not limited to: population growth and resources (investigate how population growth affects resource availability); migration (the significance of migrations of peoples and the resulting benefits and challenges) helping societies produce enough food for. Era 2 Examples may include but are not limited to: agriculture (investigate the development of different forms of early or contemporary agriculture and its role in people, and the consequences of agriculture). Era 3 Examples may include but are not limited to: trade (investigate the impact of trade and trade routes on civilizations) or power (analyze common factors that influence the rise and fall of empires).	Content expectation changed to foster higher level thinking	2007 7-G.3.1.1 incorporated into 2019 6-G3.1.1, 2019 7-G3.1.1 contains parts of 2007 7-G6.1.1
7 – G3.2.1	Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).	N/A	Structural change made by moving standard to another grade	2007 7-G3.2.1---> 2019 6-G3.2.1,
7 – G3.2.2	Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China’s humid east and arid west and the effects of irrigation technology).	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Incorporated into 2019 6-G3.1.1, 6-G3.2.1 and 6-G4.2.1

**G4 Human Systems**

Standard	2007	2019	Category of Change	Note
7 – G4.1.1	Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).	N/A	Structural change made by moving standard to another grade	Incorporated into 2019 6-G4.1.1
7 – G4.1.2	Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.	N/A	Structural change made by moving standard to another grade	Incorporated into 2019 6-G4.1.2

#### G4.2 Technology Patterns and Networks

Standard	2007	2019	Category of Change	Note
7 – G4.2.1	List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).	Identify and describe the advantages, disadvantages, and impact of different technologies used to transport products and ideas in the era being studied. Examples may include but are not limited to: the development of the wheel, different sail, boat, and navigation technologies, road building technologies in the Incan and Roman Empires, and the use of horses in different cultures.	Content expectation changed to add more clarity or direction	

#### G4.3 Patterns of Human Settlement

Standard	2007	2019	Category of Change	Note
7 – G4.3.1	Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become decertified in Africa).	Explain how people in the past have modified the environment and used technology to make places more suitable for humans. Examples may include but are not limited to: agricultural technologies including irrigation.	Content expectation changed to add more clarity or direction	
7 – G4.3.2	Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).	Describe patterns of settlement and explain why people settled where they did. Examples may include but are not limited to: Areas appropriate for hunter-gatherers or farmers, coastal and/or river towns located for trade, or mountain towns for defense.	Examples added for content or clarity	
7 – G4.3.3	N/A	Explain the patterns, causes, and consequences of major human migrations. Examples may include but are not limited to: early human migration around the world, seasonal migration of pastoral people, and forced migration as a result of war or environmental problems.	Other	Standards added drawing on broad concepts from 2007

#### G4.4 Forces of Cooperation and Conflict

Standard	2007	2019	Category of Change	Note
7 – G4.4.1	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).	Identify factors that contribute to conflict and cooperation between and among cultural groups. Examples may include but are not limited to: conflict over natural resources, trade routes, or wealth.	No Change	



7 – G4.4.2	Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).	Describe examples of cooperation and conflict in the era being studied. Examples may include but are not limited to: conflict among Greek states and the Persian Empire or the expansion of the Roman Empire and the later invasions into the Roman Empire. Examples of cooperation through trade/peaceful co- existence include the development or early exchange routes between Europe and Asia and Africa.	Examples added for content or clarity	
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## **G5 ENVIRONMENT AND SOCIETY**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
7 – G5.1.1	Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).	Describe examples of how humans modified the environment in the era being studied. Examples may include but are not limited to: how hunter-gatherers, farmers, and pastoral nomads may have used and adapted to different environments in different ways.	Structural change made by moving standard to another grade	2007 6-G4.3.1 is incorporated into 2019 7-G5.1.1
7 – G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).	Explain how different technologies were used in the era being studied. Examples may include but are not limited to: irrigation in major river valley civilizations, island creation among the Aztecs, Iron technology in Africa, silk and pottery technology in China.	Content expectation changed to foster higher level thinking	
7 – G5.1.3	Identify the ways in which human- induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).	Explain how people defined and used natural resources in the era being studied.	Structural change made by moving standard to another grade	Standard now covered in 6-G5.1.3 about human-induced environmental changes while the new 7-G5.1.3 covers the broad scope of human interaction with natural resources.

## **G5.2 Physical and Human Systems**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
7 – G5.2.1	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Consolidated into 2019 7-G5.1.1-3

**G3 GLOBAL TOPIC INVESTIGATION AND ANALYSIS**
**G6.1 Public Discourse, Decision Making, and Civic Participation (P3, P4)**

Standard	2007	2019	Category of Change	Note
7 – G6.1.2	Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)	N/A	Revised structure within grade/subject	Consolidated into 2019 7-G3.1.1
7 – G6.1.2	Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)	N/A	Revised structure within grade/subject	Consolidated into 2019 7-G3.1.1

**C1.1 Nature of Civic Life, Politics, and Government**

Standard	2007	2019	Category of Change	Note
7 – C1.1.1	Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.	N/A	Structural change made by moving standard to another grade	Covered in Civics and Government 6 - C1.1

**C3.6 Characteristics of Nation-States**

Standard	2007	2019	Category of Change	Note
7 – C3.6.1	Define the characteristics of a nation- state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.	N/A	Structural change made by moving standard to another grade	2007 7-C3.6.1 incorporated into 2019 6 - C3.6

**C4.3 Conflict and Cooperation Between and Among Nations**

Standard	2007	2019	Category of Change	Note
7 – C4.3.1	Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).	N/A	Structural change made by moving standard to another grade	content moved to 6-C4.3.1
7 – C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).	N/A	Structural change made by moving standard to another grade	Content covered in 2019 6-C4.3.2

7 – C4.3.3	Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	In HS USHG, HS WHG, and 6-C4.3.3
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### ***E1.1 Individual, Business, and Government Choices***

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
7 – E1.1.1	Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement)	N/A	Structural change made by moving standard to another grade	Incorporated into 6-E1.1.1
7 – E1.1.2	Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Covered in 2.1.1 of HS Economics

### ***E2.3 Role of Government***

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
7 – E2.3.1	Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Section 2.2 in HS Economics

### ***E3.1 Economic Interdependence***

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
7 – E3.1.1	Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Section 3.2 HS Economics
7 – E3.1.2	Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Section 3.2 HS Economics
7 – E3.1.3	Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Section 3.2 HS Economics

7 – E3.1.4	Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).	N/A	Structural change made by moving standard to another grade	2007 7-E3.1.4 ---> 2019 6-E3.3.3
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### **E3.3 Economic Systems**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
7 – E3.3.1	Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).	N/A	Structural change made by moving standard to another grade	2007 7-E3.3.1 moved to 6-E3.1.1

## **PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P2, P3, P4)**

### **P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication about a Public Issue, and Civic Participation**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
7 – P3.1.1	<p>Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p> <ul style="list-style-type: none"> <li>Identify public policy issues related to global topics and issues studied.</li> <li>Clearly state the issue as a question of public policy orally or in written form.</li> <li>Use inquiry methods to acquire content knowledge and appropriate data about the issue.</li> <li>Identify the causes and consequences and analyze the impact, both positive and negative. Share and discuss findings of research and issue analysis in group discussions and debates.</li> <li>Compose a persuasive essay justifying the position with a reasoned argument.</li> <li>Develop an action plan to address or inform others about the issue at the local to global scales.</li> </ul>	<p>Clearly state an issue as a question or public policy in contemporary or historical context, or as a contemporary/historical comparison. Trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public-policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p> <ul style="list-style-type: none"> <li>Identify public-policy issues related to global topics and issues studied</li> <li>Clearly state the issue as a question of public policy orally or in written form</li> <li>Use inquiry methods to acquire content knowledge and appropriate data about the issue</li> <li>Identify the causes and consequences and analyze the impact, both positive and negative. Share and discuss findings of research and issue analysis in group discussions and debates.</li> <li>Compose a persuasive essay justifying the position with a reasoned argument.</li> <li>Develop an action plan to address or inform others about the issue at the local to global scales.</li> </ul>	No Change	

P4.2 Civic Participation

Standard	2007	2019	Category of Change	Note
7 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	No Change	
7 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	Engage in activities intended to contribute to solving a national or international problem studied. Examples may include but are not limited to: service learning projects.	Additional examples added to make expectations more inclusive	
7 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	Participate in projects to help or inform others.	Examples removed	

# SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE EIGHT

## F1 Political and Intellectual Transformations

### U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION

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

Standard	2007	2019	Category of Change	Note
8 – U3.3.1	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays’ Rebellion, disputes over western lands). (C2)	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. Examples may include but are not limited to: why its drafters created a weak central government, challenges the nation faced under the Articles, Shay’s Rebellion, conflicts over western lands.	No Change	
8 – U3.3.2	Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)	Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.	Changes to make language more inclusive	
8 – U3.3.3	Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.	Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.	Changes to make language more inclusive as well as add clarity and direction	
8 – U3.3.4	Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.	Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with Indigenous Peoples.	No Change	
8 – U3.3.5	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2)	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.	No Change	
8 – U3.3.6	Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)	Explain how the Bill of Rights reflected the concept of limited government, protection of basic freedoms, and the fear among many Americans of a strong central government.	No Change	

8 – U3.3.7	Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)	Use important documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. Examples may include but are not limited to: the Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers	No Change	
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#### **U4 USHG ERA 4 – EXPANSION AND REFORM (1792-1861)**

##### **U4.1 Challenges to an Emerging Nation**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
8 – U4.1.1	Washington’s Farewell – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice. (C4)	Washington’s Farewell – use President George Washington’s farewell address to analyze Washington’s perspective on the most significant challenges the new nation faced. Examples may include but are not limited to: deciding if and when to get involved in foreign conflicts, the risk of political factions, establishing the limits of executive power.	Examples added for content or clarity	
8 – U4.1.2	Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)	Establishing America’s Place in the World – assess the changes in America’s relationships with other nations by analyzing the origins, intents, and purposes of treaties. Examples may include but are not limited to: Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, and the Monroe Doctrine.	Terminology changed to strengthen the consistent use of vocabulary	



8 – U4.1.3	Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over <input type="checkbox"/> relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) (C3) <input type="checkbox"/> foreign relations (e.g., French Revolution, relations with Great Britain) (C3) <input type="checkbox"/> economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)	Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies. Examples may include but are not limited to: examine the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over relative power of the national government, the Whiskey Rebellion, Alien and Sedition Acts, foreign relations, economic policy, the creation of a national bank, assumption of revolutionary debt.	Content expectation changed to add more clarity or direction	
8 – U4.1.4	Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCullough v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). (C3, E1.4, 2.2)	Establishing a National Judiciary and its Power – use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review. Examples may include but are not limited to: McCulloch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden.	Content expectation changed to add more clarity or direction	

#### U4.2 Regional and Economic Growth

Standard	2007	2019	Category of Change	Note
8 – U4.2.1	Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of <input type="checkbox"/> agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) <input type="checkbox"/> industry, including entrepreneurial development of new industries, such as textiles (E1.1) <input type="checkbox"/> the labor force including labor incentives and changes in labor forces (E1.2) <input type="checkbox"/> transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) <input type="checkbox"/> immigration and the growth of nativism <input type="checkbox"/> race relations <input type="checkbox"/> class relations	Comparing the Northeast and the South – compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and the development of: <input type="checkbox"/> agriculture, including changes in productivity, technology, supply and demand, and price <input type="checkbox"/> industry, including the entrepreneurial development of new industries, such as textiles <input type="checkbox"/> the labor force, including labor incentives and changes in labor forces <input type="checkbox"/> transportation, including changes in transportation (steamboats and canal barges) and the impact on economic markets and prices <input type="checkbox"/> immigration and the growth of nativism <input type="checkbox"/> race relations <input type="checkbox"/> class relations	Content standard changed to add more clarity or direction	



8 – U4.2.2	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.	The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.	No Change	
8 – U4.2.3	Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1)	Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their native lands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. Examples may include but are not limited to: the Trail of Tears, the 19th century removal of Anishinabek communities in Michigan, the Treaty of Chicago (1833), the Treaty of Fort Wayne (1809).	Content expectation changed to foster higher level thinking	
8 – U4.2.4	Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2)	Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.	Changes to make language more inclusive	

#### U4.3 Reform Movements

Standard	2007	2019	Category of Change	Note
8 – U4.3.1	Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)	Explain the origins of the American education system. Examples may include but are not limited to: Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.	Examples added for content or clarity	
8 – U4.3.2	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2)	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement. Examples may include but are not limited to: John Brown and the armed resistance, Harriet Tubman, the Underground Railroad, Sojourner Truth, Maria Stewart, William Lloyd Garrison, and Frederick Douglass.	No Change	

8 – U4.3.3	Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)	Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence. Examples may include but are not limited to: Susan B. Anthony, Elizabeth Cady Stanton; the Declaration of Sentiments, Elizabeth Cady Stanton’s Address on Women’s Rights (September 1848).	Content expectation changed to foster higher level thinking and broaden content	
8 – U4.3.4	Analyze the goals and effects of the antebellum temperance movement. (C2)	Analyze the goals and effects of antebellum temperance.	No Change	
8 – U4.3.5	Evaluate the role of religion in shaping antebellum reform movements. (C2)	Investigate the role of religion in shaping antebellum reform movements. Examples may include but are not limited to: differences in beliefs by different denominations of Christianity.	Examples added for content or clarity	

## **U5 USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)**

### **U5.1 The Coming of the Civil War**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
8 – U5.1.1	Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)	Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.	Content expectation changed to foster higher level thinking	
8 – U5.1.2	Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state).	Describe the impact of the Northwest Ordinance on the expansion of slavery. Examples may include but are not limited to: the establishment of free states, including Michigan, as a result of the Northwest Ordinance.	Content expectation changed to add more clarity or direction	
8 – U5.1.3	Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)	Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states. Examples may include but are not limited to: sectionalism, nationalism, federalism, state rights.	No Change	

8 – U5.1.4	Describe how the following increased sectional tensions <ul style="list-style-type: none"> <li>the Missouri Compromise (1820)</li> <li>the Wilmot Proviso (1846)</li> <li>the Compromise of 1850 including the Fugitive Slave Act</li> <li>the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</li> <li>the Dred Scott v. Sanford decision (1857)</li> <li>changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3)</li> </ul>	Draw conclusions about why the following increased sectional tensions: <ul style="list-style-type: none"> <li><input type="checkbox"/> the Missouri Compromise (1820)</li> <li><input type="checkbox"/> the Wilmot Proviso (1846)</li> <li><input type="checkbox"/> the Compromise of 1850, including the Fugitive Slave Act</li> <li><input type="checkbox"/> the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</li> <li><input type="checkbox"/> the Dred Scott v. Sanford decision (1857)</li> <li><input type="checkbox"/> changes in the party system</li> </ul> Examples may include but are not limited to: the death of the Whig party, rise of the Republican party, and division of the Democratic party.	Changes to language to foster higher level thinking	
8 – U5.1.5	Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)	Describe the resistance of enslaved persons and effects of their actions before and during the Civil War. Examples may include but are not limited to: Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad.	No Change	
8 – U5.1.6	Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War.	Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, the election of the executive, and slavery, help explain the Civil War.	No Change	

**U5.2 Civil War**

Standard	2007	2019	Category of Change	Note
8 – U5.2.1	Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.	Discuss the social, political, economic, and cultural reasons for secession.	Content expectation changed to foster higher level thinking	
8 – U5.2.2	Make an argument to explain the reasons why the North won the Civil War by considering the <ul style="list-style-type: none"> <li><input type="checkbox"/> critical events and battles in the war</li> <li><input type="checkbox"/> the political and military leadership of the North and South</li> <li><input type="checkbox"/> the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4)</li> </ul>	Make an argument to explain the reasons why the North won the Civil War by considering the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> critical events and battles in the war</li> <li><input type="checkbox"/> the political and military leadership of the North and South</li> <li><input type="checkbox"/> respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological</li> </ul>	No Change	

8 – U5.2.3	Examine Abraham Lincoln’s presidency with respect to <input type="checkbox"/> his military and political leadership <input type="checkbox"/> the evolution of his emancipation policy (including the Emancipation Proclamation) <input type="checkbox"/> and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)	Examine Abraham Lincoln’s presidency with respect to: <input type="checkbox"/> his military and political leadership <input type="checkbox"/> the evolution of his emancipation policy (including the Emancipation Proclamation) <input type="checkbox"/> The role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence	No Change	
8 – U5.2.4	Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.	Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people.	No Change	
8 – U5.2.5	Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.	Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.	No Change	

### U5.3 Reconstruction

Standard	2007	2019	Category of Change	Note
8 – U5.3.1	Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.	Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African Americans.	Language changed to foster higher level thinking	
8 – U5.3.2	Describe the early responses to the end of the Civil War by describing the <input type="checkbox"/> policies of the Freedmen’s Bureau (E2.2) <input type="checkbox"/> restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)	Describe the early responses to the end of the Civil War by describing: <input type="checkbox"/> the policies of the Freedmen’s Bureau <input type="checkbox"/> the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes	No Change	
8 – U5.3.3	Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5)	Describe the new role of African Americans in local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan.	Changes to make language more inclusive	
8 – U5.3.4	Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.	Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.	No Change	
8 – U5.3.5	Explain the decision to remove Union troops in 1877 and describe its impact on Americans.	Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans.	No Change	

## U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

### U6.1 America in the Last Half of the 19th Century

Standard	2007	2019	Category of Change	Note
8 – U6.1.1	<p>America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in</p> <ul style="list-style-type: none"> <li>territory, including the size of the United States and land use</li> <li>population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2)</li> <li>systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2)</li> <li>governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2)</li> <li>economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2)</li> <li>the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans</li> <li>the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians</li> </ul>	<p>America at Century's End – compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in:</p> <ul style="list-style-type: none"> <li>territory</li> <li>population</li> <li>systems of transportation</li> <li>governmental policies promoting economic development</li> <li>economic change</li> <li>the treatment of African Americans</li> <li>the policies toward Indigenous Peoples</li> </ul> <p>Examples may include but are not limited to:</p> <p>Territory: the size of the United States and land use.</p> <p>Population: immigration, reaction to immigrants, the changing demographic structure of rural and urban America.</p> <p>Systems of transportation: canals, railroads, etc.</p> <p>Governmental policies: promoting economic development, tariffs, banking, land grants, mineral rights, the Homestead Act.</p> <p>Economic change: industrialization, increased global competition, the impact of conditions of farmers and industrial workers.</p> <p>Policies toward African Americans: the rise of segregation as endorsed by the Supreme Court decision in Plessy v. Ferguson, the response of African Americans.</p> <p>Policies toward Indigenous Peoples: the Dawes Act of 1887, the response of Indigenous Peoples.</p>	No change	

## U6.2 Investigation Topics and Issue Analysis (P2)

Standard	2007	2019	Category of Change	Note
8 – U6.2.1	<p>United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.</p> <p>Examples of Investigation Topics and Questions (and examples from United States History)</p> <p>Balance of Power – How has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states’ rights issues, secession, others)</p> <p>Liberty vs. Security – How has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War)</p> <p>The Government and Social Change – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women’s movement, Reconstruction policies)</p> <p>Movement of People – How has the nation addressed the movement of people into and within the United States? (e.g., American Indians, immigrants)</p>	<p>United States History Investigation Topic and Issue Analysis, Past and Present – use historical perspectives to analyze issues in the U.S. from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.</p> <p>Examples of Investigation Topics and Questions (and examples from U.S. history): Balance of Power – how has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states’ rights issues, secession, others). Liberty versus Security – how has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War). The Government and Social Change – how have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women’s movement, Reconstruction policies). Movement of People – how has the nation addressed the movement of people into and within the United States? (e.g., Indigenous Peoples, immigrants).</p>	Examples added for content or clarity	

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Civic Participation

Standard	2007	2019	Category of Change	Note
8 – P3.1.1	<p>Identify, research, analyze, discuss, and defend a position on a national public policy issue.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a national public policy issue.</li> <li><input type="checkbox"/> Clearly state the issue as a question of public policy orally or in written form.</li> <li><input type="checkbox"/> Use inquiry methods to trace the origins of the issue and to acquire data about the issue.</li> <li><input type="checkbox"/> Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.</li> <li><input type="checkbox"/> Identify and apply core democratic values or constitutional principles.</li> <li><input type="checkbox"/> Share and discuss findings of research and issue analysis in group discussions and debates.</li> <li><input type="checkbox"/> Compose a persuasive essay justifying the position with a reasoned argument.</li> <li><input type="checkbox"/> Develop an action plan to address or inform others about the issue</li> </ul>	<p>Identify, research, analyze, discuss, and defend a position on a national public- policy issue.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify a national public policy issue</li> <li><input type="checkbox"/> clearly state the issue as a question of public policy orally or in written form</li> <li><input type="checkbox"/> use inquiry methods to trace the origins of the issue and to acquire data about the issue</li> <li><input type="checkbox"/> generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue</li> <li><input type="checkbox"/> identify and apply democratic values or constitutional principles</li> <li><input type="checkbox"/> share and discuss findings of research and issue analysis in group discussions and debates</li> <li><input type="checkbox"/> compose a persuasive essay justifying the position with a reasoned argument · develop an action plan to address or inform others about the issue</li> </ul>	No Change	

### P4.2 Civic Participation

Act constructively to further the public good.

Standard	2007	2019	Category of Change	Note
8 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	No Change	
8 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	Engage in activities intended to contribute to solving a national or international problem studied.	No Change	
8 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	Participate in projects to help or inform others.	Examples removed	Provides clarity



# MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES (9-12)

## WORLD HISTORY AND GEOGRAPHY

### Foundations of High School World History and Geography

#### WHG ERA 4: Expanding and Intensified Hemispheric Interactions, 300 TO 1500 C.E./A.D.

##### 4.1 Global or Cross-Temporal Expectations

Standard	2007	2019	Category of Change	Note
4.1.1	Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)	Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions. Examples may include but are not limited to: increasing trade between Islam and Christianity; the Crusades; tensions between Catholic and Orthodox Christianity; conflict and cooperation between Muslims, Christians, and Jews in medieval Spain; the influence of Islam and Christianity on African culture; influences of Islam and Hinduism in South Asia.	Other	2007 HS 4.1.1 Covered in 2019 7-G7-4.1, 2019 HS 4.1.1 adapted from 2007 HS4.1.2
4.1.2	World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including <input type="checkbox"/> Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades <input type="checkbox"/> Islam and Hinduism in South Asia (See 5.3.3) <input type="checkbox"/> continuing tensions between Catholic and Orthodox Christianity	Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies. Examples may include but are not limited to: trans-Saharan trading in gold and salt; intensification of trade around the Indian Ocean; increasing trade and the growth of towns and cities in western Europe; the spread of the plague and significance of its consequences; networks of exchange in North, Central, and South America.	Revised structure within grade/subject	2007 HS 4.1.2 incorporated into 2019 4.1.1, 2007 WHG 4.1.3 adapted to 2019 WHG 4.1.2
4.1.3	Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including <input type="checkbox"/> land-based routes across the Sahara, Eurasia and Europe <input type="checkbox"/> water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas	N/A	Revised structure within grade/subject	2007 WHG 4.1.3 adapted to 2019 WHG 4.1.2



#### 4.2 Interregional or Comparative Expectations

Standard	2007	2019	Category of Change	Note
4.2.1	<p>Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including</p> <ul style="list-style-type: none"> <li>□ The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society</li> <li>□ diverse religious traditions of Islam — Sunni, Shi’a/Shi’ite, Sufi</li> <li>□ role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia</li> <li>□ the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity</li> </ul>	<p>Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia. Examples may include but are not limited to: investigating geographic extent of Muslim empires; the artistic, scientific, technological, and economic features that developed in Muslim society through cultural interactions and exchanges; diverse religious traditions of Islam; the cultural, political, and economic influence of Dar-al-Islam in Afro-Eurasia; the caliphate as both a religious and political institution.</p>	No Change	
4.2.2	<p>Unification of Eurasia under the Mongols – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world).</p>	<p>Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire’s disintegration. Examples may include but are not limited to: investigating geographic patterns of Mongol conquest and expansion; characteristics and consequences of the Pax Mongolica; revival of long-distance trading networks between China and the Mediterranean world.</p>	Terminology changed to strengthen the consistent use of vocabulary	
4.2.3	<p>The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5)</p>	<p>Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas. Examples may include but are not limited to: case studies of the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland; the role of the environment in shaping different societies; goods exchanged between societies; shifting power and influence of groups in each region.</p>	Structural change made by moving standard to another grade	2007 WHG 4.2.3 addressed in 2019 WHG 4.1.2, 2019 4.2.3 incorporates 2007 7th grade standards

### 4.3 Regional Expectations

Standard	2007	2019	Category of Change	Note
4.3.1	<p>Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures</li> <li><input type="checkbox"/> using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language</li> <li><input type="checkbox"/> analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade</li> <li><input type="checkbox"/> analyzing the development of an organized slave trade within and beyond Africa</li> <li><input type="checkbox"/> analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity</li> </ul>	N/A	Structural change made by moving standard to another grade	incorporated in 5th grade section U1.3
4.3.2	The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.	N/A	Revised structure within grade/subject	Incorporated into 7-W4.1.3
4.3.3	China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation.	N/A	Other	Included as possible examples in 7-W3.1.9, 7-W3.1.5 and HS WHG 6.2.1,
4.3.4	<p>The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the rise and decline of the Byzantine Empire</li> <li><input type="checkbox"/> the region's unique spatial location</li> <li><input type="checkbox"/> the region's political, economic, and religious transformations emerging tensions between East and West</li> </ul>	N/A	Structural change made by moving standard to another grade	Incorporated into 7-W4.1.1

4.3.5	<p>Western Europe to 1500 – Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the role and political impact of the Roman Catholic Church in European medieval society</li> <li><input type="checkbox"/> how agricultural innovation and increasing trade led to the growth of towns and cities</li> <li><input type="checkbox"/> the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3)</li> <li><input type="checkbox"/> the cultural and social impact of the Renaissance on Western and Northern Europe</li> </ul>	N/A	Other	Standard removed
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## WHG ERA 5: The Emergence of the First Global Age, 15th to 18th Centuries

### 5.1 Global or Cross-Temporal Expectations

Standard	2007	2019	Category of Change	Note
5.1.1	Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6)	Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era. Examples may include but are not limited to: investigating the influence of mercantilism and capitalism; the role of sugar and silver in the global economy; movement of people, commodities, and ideas across the Atlantic basin; rising nationalism, militarism, and absolutism; emergence of European maritime power in Asia and land control in the Americas.	No Change	
5.1.2	World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2)	Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems. Examples may include but are not limited to: investigating the expulsion of Muslims and Jews from Spain; Reformation and expansion of Christianity to the Americas; expansion of Islam to Southeast Asia; Sikhism's contribution to the Ounjab area of South Asia; Buddhism's growth in East and Southeast Asia; Taoist and Confucianist political influences; cases of religious syncretism (blending of beliefs and traditions); continuity of local, indigenous beliefs throughout the world.	No Change	

## 5.2 Interregional or Comparative Expectations

Standard	2007	2019	Category of Change	Note
5.2.1	European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5)	Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest. Examples may include but are not limited to: investigating the near-elimination of indigenous civilizations and peoples in the Americas; diet and population changes in Africa, Asia, and Europe; social stratification of peninsulares, creoles, mestizos, slaves, and Indigenous Peoples; ecological impact of exchanges of flora and fauna across the Atlantic.	Content expectation changed to add more clarity or direction	
5.2.2	Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans- Atlantic slave system and compare it to other systems of labor existing during this era by <input type="checkbox"/> using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage <input type="checkbox"/> comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5; 5.3.6)	The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.	Content expectation changed to add more clarity or direction	
5.2.3	N/A	Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes. Examples may include but are not limited to: case studies of political, economic, and cultural transformations in the Ottoman, Mughal, Safavid, Songhai, and Russian Empires, Ming and Qing Dynasties, and/or Tokugawa Shogunate.	Content expectation changed to foster higher level thinking	2019 5.23 Incorporates aspects of 2007 5.3.1, 5.3.2, 5.3.3, and 5.3.4

### 5.3 Regional Content Expectations

Standard	2007	2019	Category of Change	Note
5.3.1	Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by <input type="checkbox"/> using historical and modern maps to describe the empire’s origins (Turkic migrations), geographic expansion, and contraction <input type="checkbox"/> analyzing the impact of the Ottoman rule	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2019 5.23 Incorporates aspects of 2007 5.3.1, 5.3.2, 5.3.3, and 5.3.4
5.3.2	<b>East Asia through the 18th Century</b> – Analyze the major political, religious, economic, and cultural transformations in East Asia by <ul style="list-style-type: none"> <li>analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3)</li> <li>analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society</li> </ul>	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2019 5.23 Incorporates aspects of 2007 5.3.1, 5.3.2, 5.3.3, and 5.3.4
5.3.3	South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2)	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2019 5.23 Incorporates aspects of 2007 5.3.1, 5.3.2, 5.3.3, and 5.3.4
5.3.4	Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including <ul style="list-style-type: none"> <li>Russian imperial expansion and top- down westernization/modernization</li> <li>the impact of its unique location relative to Europe and Asia</li> <li>the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity</li> <li>the impact of its unique location relative to Europe and Asia</li> <li>the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity</li> </ul>	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2019 5.23 Incorporates aspects of 2007 5.3.1, 5.3.2, 5.3.3, and 5.3.4

5.3.5	Europe through the 18th Century – Analyze the major political, religious, cultural and economic transformations in Europe by <input type="checkbox"/> explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) <input type="checkbox"/> analyzing transformations in Europe’s state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism <input type="checkbox"/> analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society <input type="checkbox"/> analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2)	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2019 5.23 Incorporates aspects of 2007 5.3.1, 5.3.2, 5.3.3, and 5.3.4
5.3.6	Latin America through the 18th Century – Analyze colonial transformations in Latin America, including <input type="checkbox"/> the near-elimination of American Indian civilizations and peoples <input type="checkbox"/> social stratifications of the population (e.g., peninsulares, creoles, mestizos) <input type="checkbox"/> the regional and global role of silver and sugar <input type="checkbox"/> resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2)	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	

## WHG ERA 6: An Age of Global Revolutions, 18th Century-1914

### 6.1 Global or Cross-Temporal Expectations

Standard	2007	2019	Category of Change	Note
6.1.1	Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1; 6.3.2)	Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.	No Change	
6.1.2	World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long- distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends.	Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long- distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.	No Change	

6.1.3	Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including <input type="checkbox"/> constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization <input type="checkbox"/> the global spread of major innovations, technologies, and commodities via new global networks	Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities. Examples may include but are not limited to: investigating constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization.	No Change	
6.1.4	Changes in Economic and Political Systems – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)	N/A	Revised structure within grade/subject	Incorporated into WHG 5.1.1
6.1.5	Interpreting Europe’s Increasing Global Power – Describe Europe’s increasing global power between 1500 and 1900; and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2; 5.3.2)	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 6.1.5 incorporated into 2019 6.2.2, 6.2.3 and 6.2.4

## 6.2 *Interregional or Comparative Expectations*

Standard	2007	2019	Category of Change	Note
6.2.1	Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions)	Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences. Examples may include but are not limited to: case studies of Chinese, Haitian, Mexican and/or other Latin American revolutions; others who fought for a new political order against oppression, like Tacky’s War in Jamaica in 1760, the rebellion of Tupac Amaru in 1780, or the Indian Rebellion of 1857.	Examples added for content or clarity	
6.2.2	Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and non-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2)	Growth of Nationalism and Nation-States – compare and contrast the rise of nation- states in a western and non-western context. Examples may include but are not limited to: case studies of Germany, Italy, Japan.	No Change	



6.2.3	Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by <ul style="list-style-type: none"> <li>· comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France</li> <li>· describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements</li> <li>· describing the environmental impacts of industrialization and urbanization</li> </ul>	Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts. Examples may include but are not limited to: case studies of industrialization in Great Britain, Belgium, France, Germany, France, Russia, and/or Japan; effects on women and children; the rise of organized labor movements; the extent and consequences of urbanization.	No Change	
6.2.4	Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by <ul style="list-style-type: none"> <li>· using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local people in India, Africa, Central Asia, and East Asia</li> <li>· describing the connection between imperialism and racism, including the social construction of race</li> <li>· comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3)</li> </ul> Note: Teachers might also include the expansion of the United States in studying imperialism (See for example, U.S. History and Geography expectation 6.2.1)	Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions. Examples may include but are not limited to: case studies of Japan (Meiji Restoration), Qing China, India, Egypt, Ethiopia and/or the Congo; encounters between imperial powers (Europe, Japan) and local people in India, Africa, Central Asia, and East Asia; the connection between imperialism and racism, including the social construction of race.	Content expectation changed to add more clarity or direction	

### 6.3 Regional Content Expectations

Standard	2007	2019	Category of Change	Note
6.3.1	Europe – Analyze the economic, political, and social transformations in Europe by <ul style="list-style-type: none"> <li>· analyzing and explaining the impact of economic development on European society</li> <li>· explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women</li> <li>· using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase)</li> </ul>	N/A	Other	Regional expectations consolidated



6.3.2	East Asia – Analyze the political, economic, and social transformations in East Asia by <input type="checkbox"/> explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War <input type="checkbox"/> describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions	N/A	Other	Possible example in 2019 WHG 6.2.4
6.3.3	Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo)	N/A	Other	Possible example in 2019 WHG 6.2.4

## WHG ERA 7: Global Crisis and Achievement, 1900-Present

### 7.1 Global or Cross-Temporal Expectations

Standard	2007	2019	Category of Change	Note
7.1.1	Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2)	Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.	Standard added to increase disciplinary knowledge	
7.1.2	Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination).	Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.	Revised structure within grade/subject	2019 7.1.2 adapted from 2007 7.1.2
7.1.3	Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)	Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.	Changes to make language more inclusive and foster higher level thinking	
7.1.4	Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity	Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.	No Change	
7.1.5	Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3)	N/A	Revised structure within grade/subject	2007 7.1.5 consolidated into 2019 7.1.2

## 7.2 Interregional or Comparative Expectations

Standard	2007	2019	Category of Change	Note
7.2.1	World War I – Analyze the causes, characteristics, and long-term consequences of World War I by <ul style="list-style-type: none"> <li>analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism</li> <li>analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5)</li> <li>explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe</li> </ul>	World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty. Examples may include but are not limited to: investigating effects of nationalism, industrialization, disputes over territory, systems of alliances, imperialism, the role of colonial peoples and militarism, total war ideology and the Armenian Genocide; distinctive characteristics and impacts of the war on the soldiers and people at home, including the use of propaganda; consequences of the mandate system, reparations, and national self-determination around the globe.	No Change	
7.2.2	Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by <ul style="list-style-type: none"> <li>examining the causes and consequences of the economic depression on different regions, nations, and the globe</li> <li>describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2)</li> <li>comparing and contrasting the rise of nationalism in China, Turkey, and India</li> </ul>	Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions. Examples may include but are not limited to: case studies of the economic depression on different regions, nations, and the globe; case studies of the rise of fascism and the spread of communism in Europe and Asia; comparing and contrasting the rise of nationalism in China, Turkey, and India.	No Change	
7.2.3	World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by <ul style="list-style-type: none"> <li>explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria &amp; Sudetenland)</li> <li>explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2)</li> <li>analyzing the major turning points and unique characteristics of the war (See 7.1.5)</li> </ul> <i>(continued)</i>	World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers. Examples may include but are not limited to: investigating the role of aggression and conflict appeasement that led to war in Europe and Asia; the development and enactment of Hitler’s “final solution” policy; major turning points and unique characteristics of the war; spatial and political impact of the Allied negotiations on the nations of Eastern Europe and throughout the world; <i>(continued)</i>	Content expectation changed to add more clarity or direction	

	<ul style="list-style-type: none"> <li>- explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4)</li> <li>- analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan</li> <li>- describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1)</li> </ul>	immediate consequences of the war's end, including the devastation, effects on population, dawn of the atomic age, and the occupation of Germany and Japan.		
7.2.4	Revolutionary and/or Independence Movements – Compare two revolutionary and/or Independence movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (See 6.2.1).	<p>Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.</p> <p>Examples may include but are not limited to: investigating economic, political, and military origins of the Cold War; arms race and space race; comparing and contrasting conflicts in Asia, Africa, and Central America; the significance of the Cold War as a 20th century event, including transitions from bipolar to multipolar center(s) of power.</p>	Revised structure within grade/subject	2019 7.2.5 incorporates 2007 7.2.4, and has examples drawn from 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5. 2019 7.2.4 incorporates 2007 8.1.1, 8.1.2, 8.1.3
7.2.5	N/A	<p>Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p> <p>Examples may include but are not limited to: case studies of the Russian Revolution, Mexican Revolution, and/or Iranian Revolution; legacy of imperialism in Africa, Southeast Asia, and Latin America; importance of the massive resistance and non-violent philosophy of Mahatma Gandhi; independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia; the development of the State of Israel; conflicts such as Arab-Israeli disputes, Palestine, the Suez Crisis, and Sunni-Shi'a conflicts.</p>	Revised structure within grade/subject	2019 7.2.5 incorporates 2007 7.2.4, and has examples drawn from 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5

7.2.6	N/A	Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide. Examples may include but are not limited to: investigating the ideology and policies that led to genocide; policies to address and prevent genocide; cases studies of genocides such as Herero and Namaqua, Cambodia, Rwanda, Ukraine, and/or Bosnia.	Content expectation changed to add more clarity or direction	2007 7.2.4 broadened to increase inclusivity and higher level thinking	
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### 7.3 Regional Content Expectations

Standard	2007	2019	Category of Change	Note
7.3.1	Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.	N/A	Revised structure within grade/subject	Can be used in an example of 7.2.5
7.3.2	Europe and Rise of Fascism and Totalitarian States – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 7.3.2 covered in 2019 7.2.2 and 7.2.1 as examples
7.3.3	Asia – Analyze the political, economic, and social transformations that occurred in this era, including <input type="checkbox"/> Japanese imperialism <input type="checkbox"/> Chinese nationalism, the emergence of communism, and civil war (See 7.2.2) <input type="checkbox"/> Indian independence struggle	N/A	Other	Standard removed
7.3.4	The Americas – Analyze the political, economic and social transformations that occurred in this era, including <ul style="list-style-type: none"> <li>economic imperialism (e.g., dollar diplomacy)·</li> <li>foreign military intervention and political revolutions in Central and South America</li> <li>nationalization of foreign investments</li> </ul>	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	incorporated in USHG

7.3.5	<p>Middle East – Analyze the political, economic, and social transformations that occurred in this era, including</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the decline of the Ottoman Empire</li> <li><input type="checkbox"/> changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples</li> <li><input type="checkbox"/> the role of the Mandate system</li> <li><input type="checkbox"/> the discovery of petroleum resources</li> </ul>	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 7.3.5 incorporated into 2019 5.2.3, and as examples in 2019 7.2.5,
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## WHG ERA 8: The Cold War and Its Aftermath: the 20th Century Since 1945

### 8.1 Global and Cross-temporal Expectations

Standard	2007	2019	Category of Change	Note
8.1.1	Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 7.2.3)	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 8.1.1 incorporated into USHG 8.1.1
8.1.2	<p>Cold War Conflicts – Describe the major arenas of conflict, including</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam</li> <li><input type="checkbox"/> ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin</li> <li><input type="checkbox"/> the arms and space race</li> </ul>	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 8.1.2 incorporated into USHG 8.1.2
8.1.3	End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 8.1.3 incorporated into USHG 8.1.3
8.1.4	Mapping the 20th Century – Using post- WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine). (See 7.2.3)	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	See 2019 6-c3.6.1, USHG 6.2.3,

## 8.2 Interregional or Comparative Expectations

Standard	2007	2019	Category of Change	Note
8.2.1	The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural).	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	See HS WHG 6.1.2, 6.2.4, and 7.2.1
8.2.2	Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	See 2019 7.2.5
8.2.3	Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab- Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	See 2019 7.2.5

### CG Contemporary Global Issues

CG1 Population CG2 Resources CG3 Patterns of Interactions CG4 Conflict, Cooperation, and Security

## UNITED STATES HISTORY AND GEOGRAPHY

### Foundations in United States History and Geography: Eras 1-5

#### F1 Political and Intellectual Transformations of America to 1877

Standard	2007	2019	Category of Change	Note
F1.1	Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals <input type="checkbox"/> Declaration of Independence <input type="checkbox"/> the U.S. Constitution (including the Preamble) <input type="checkbox"/> Bill of Rights <input type="checkbox"/> the Gettysburg Address <input type="checkbox"/> 13th, 14th, and 15th Amendments	Identify the core ideals of American society as reflected in the documents below, and analyze the ways that American society moved toward and/or away from its core ideals. <input type="checkbox"/> the Declaration of Independence <input type="checkbox"/> the original United States Constitution (including the Preamble) <input type="checkbox"/> the Bill of Rights <input type="checkbox"/> the Gettysburg Address <input type="checkbox"/> the 13th, 14th, and 15th Amendments	No Change	

F1.2	Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing <ul style="list-style-type: none"> <li>the birth of republican government, including the rule of law, inalienable rights, equality, and limited government</li> <li>the development of governmental roles in American life</li> <li>and competing views of the responsibilities of governments (federal, state, and local)</li> <li>changes in suffrage qualifications</li> <li>the development of political parties</li> <li>America's political and economic role in the world</li> </ul>	Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.	Examples removed	Promote clarity
F1.3		Analyze how the changing character of American political society from 1791 to 1877 had significant impact on the responsibilities of governments through the principle of federalism.	Other	New Standard

**F2** ***Geographic, Economic, Social, and Demographic Trends in America to 1877***

Standard	2007	2019	Category of Change	Note
F2.1	Describe the major trends and transformations in American life prior to 1877 including <ul style="list-style-type: none"> <li>changing political boundaries of the United States</li> <li>regional economic differences and similarities, including goods produced and the nature of the labor force</li> <li>changes in the size, location, and composition of the population</li> <li>patterns of immigration and migration</li> <li>development of cities</li> <li>changes in commerce, transportation, and communication</li> <li>major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War</li> </ul>	N/A	Other	standard removed

## USHG ERA 6: The Development of an Industrial, Urban, and Global United States (1870-1930)

### 6.1 Growth of an Industrial and Urban America

Standard	2007	2019	Category of Change	Note
6.1.1	<p>Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> gains from trade</li> <li><input type="checkbox"/> organizational “revolution” (e.g., development of corporations and labor organizations)</li> <li><input type="checkbox"/> advantages of physical geography</li> <li><input type="checkbox"/> increase in labor through immigration and migration</li> <li><input type="checkbox"/> economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)</li> <li><input type="checkbox"/> technological advances</li> </ul>	<p>Factors in the American Second Industrial Revolution – analyze the factors that enabled the United States to become a major industrial power, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the organizational revolution</li> <li><input type="checkbox"/> the economic policies of government and industrial leaders</li> <li><input type="checkbox"/> the advantages of physical geography</li> <li><input type="checkbox"/> the increase in labor through immigration and migration</li> <li><input type="checkbox"/> the growing importance of the automobile industry</li> </ul> <p>Examples may include but are not limited to: the development of corporations and labor unions; Andrew Carnegie and John D. Rockefeller.</p>	Content expectation changed to add more clarity or direction	Incorporates 2007 USHG 6.1.5
6.1.2	<p>Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change including</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers</li> <li><input type="checkbox"/> southern and western farmers’ reactions, including the growth of populism and the populist</li> <li><input type="checkbox"/> movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan’s “Cross of Gold” speech)</li> </ul>	<p>Labor’s Response to Industrial Growth – evaluate the different responses of labor to industrial change, including the development of organized labor and the growth of populism and the populist movement. Examples may include but are not limited to: the Knights of Labor, American Federation of Labor, the United Mine Workers; Farmer's Alliance, Grange, Platform for the Populist Part, Bryan's "Cross of Gold" speech.</p>	No Change	
6.1.3	<p>Urbanization – Analyze the changing urban and rural landscape by examining</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the location and expansion of major urban centers</li> <li><input type="checkbox"/> the growth of cities linked by industry and trade</li> <li><input type="checkbox"/> the development of cities divided by race, ethnicity, and class</li> <li>· resulting tensions among and within groups</li> <li>· different perspectives about immigrant experiences in the urban setting</li> </ul>	<p>Urbanization – explain the causes and consequences of urbanization, including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the location and expansion of major urban centers and their link to industry and trade</li> <li><input type="checkbox"/> internal migration, including the Great Migration</li> <li><input type="checkbox"/> the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups</li> <li>· different perspectives about the immigrant experience</li> </ul>	Additional examples added for content or clarity	



6.1.4	Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization.	Growth and Change – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by: <ul style="list-style-type: none"> <li><input type="checkbox"/> describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society</li> <li><input type="checkbox"/> describing governmental policies promoting economic development</li> <li><input type="checkbox"/> evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in Plessy v. Ferguson, and describing the response of African Americans to this inequality</li> <li><input type="checkbox"/> describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies</li> </ul>	Content expectation changed to add more clarity or direction	
6.1.5	A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining <ul style="list-style-type: none"> <li>• the impact of resource availability</li> <li>• entrepreneurial decision making by Henry Ford and others</li> <li>• domestic and international migrations</li> <li>• the development of an industrial work force</li> <li>• the impact on Michigan</li> <li>• the impact on American society</li> </ul>	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 USHG 6.1.5 incorporated into 2019 USHG 6.1.1

## 6.2 *Becoming a World Power*

Standard	2007	2019	Category of Change	Note
6.2.1	Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America’s global influence and redefining its foreign policy.	Growth of U.S. Global Power – describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the U.S. emergence as an imperial power in this time period, using relevant examples of territorial expansion and involvement in foreign conflicts.	Content expectation changed to add more clarity or direction and foster higher level thinking	

6.2.2	WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.	World War I – explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.	No Change	
6.2.3	Domestic Impact of WWI – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women’s suffrage.	Domestic Impact of World War I – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and on internal migration. Examples may include but are not limited to: War Industries Board, the growth of anti-immigrant sentiments, the Sedition Act, the Red Scare, the Palmer Raids	Content standard changed to foster higher level thinking, additional examples added	
6.2.4	Wilson and His Opponents – Explain how Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe.	Wilson and His Opponents – explain how President Woodrow Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over: <ul style="list-style-type: none"> <li>• the Treaty of Versailles</li> <li>• U.S. participation in the League of Nations</li> <li>• the redrawing of European political boundaries and the resulting geopolitical tensions that continued to affect Europe.</li> </ul>	No Change	

### 6.3 Progressive Era

Standard	2007	2019	Category of Change	Note
6.3.1	Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).	Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform. Examples may include but are not limited to: urban and rural poverty, child labor, immigration, political corruption, racial and gender discrimination, public health, unsafe living conditions, poor working conditions, monopolies, unfair labor practices.	Content expectation changed to add more clarity or direction	
6.3.2	Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas <ul style="list-style-type: none"> <li>□ major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments</li> <li>□ new regulatory legislation (e.g., Pure Food and</li> </ul> <i>(continued)</i>	Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era. Examples may include but are not limited to: the successes and failures of efforts to expand women’s rights, including the work of important <i>(continued)</i>	Content expectation changed to foster higher level thinking	

	<p>Drug Act, Sherman and Clayton Anti-Trust Acts)</p> <p><input type="checkbox"/> the Supreme Court's role in supporting or slowing reform</p> <p><input type="checkbox"/> role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell)</p> <p><input type="checkbox"/> efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants</p>	<p>leaders such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul; the role of reform organizations and movements and individuals in promoting change; the Women's Christian Temperance Union; settlement house movement; conservation movement; the National Association for the Advancement of Colored People; Carrie Chapman Catt; Eugene Debs; W.E.B. DuBois; Upton Sinclair; Ida Tarbell; major changes in the Constitution, including Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments; the Supreme Court's role in supporting or slowing reform; new regulatory legislation; Pure Food and Drug Act; Sherman and Clayton Antitrust Acts; the successes and failures of the Indianan Citizenship Act of 1924.</p>		
6.3.3	<p>Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.</p>	<p>Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms.</p>	<p>Standard added to increase disciplinary knowledge</p>	
6.3.4		<p>Women's Suffrage - Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.</p>	<p>Revised structure within grade/subject</p>	<p>2007 6.3.3 moved into 2019 6.3.4</p>

## USHG ERA 7: The Great Depression and World War II (1920-1945)

### 7.1 Growing Crisis of Industrial Capitalism and Responses

Standard	2007	2019	Category of Change	Note
7.1.1	<p>The Twenties – Identify and explain the significance of the cultural changes and tensions in the "Roaring Twenties" including</p> <p><input type="checkbox"/> cultural movements, such as the Harlem Renaissance and the "lost generation"</p> <p><input type="checkbox"/> the struggle between "traditional" and "modern" America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption)</p>	<p>The Twenties – explain and evaluate the significance of the social, cultural, and political changes and tensions in the "Roaring Twenties" including:</p> <ul style="list-style-type: none"> <li>· Cultural movements such as the Jazz age, the Harlem Renaissance, and the "Lost Generation"</li> <li>· The increasing role of advertising and its impact on consumer purchases</li> <li>· NAACP legal strategy to attack segregation</li> </ul> <p>Examples may include but are not limited to: the Scopes trial, views on and restrictions to immigration, Prohibition, roles of women, mass consumption, fundamentalism, modernism, the Indian Citizenship Act of 1924, the Carlisle Indian Industrial School, the Mount Pleasant Indian</p> <p><i>(continued)</i></p>	<p>Additional examples added to make expectations more inclusive</p>	

		Industrial Boarding School, Harbor Springs Indian Boarding School, the resurgence of the Ku Klux Klan, and nativism.		
7.1.2	Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing <ul style="list-style-type: none"> <li>the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl</li> <li>the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families</li> <li>Hoover’s policies and their impact (e.g., Reconstruction Finance Corporation)</li> </ul>	Causes and Consequences of the Great Depression – explain and evaluate the multiple causes and consequences of the Great Depression by analyzing: <ul style="list-style-type: none"> <li>the political, economic, environmental, and social causes of the Great Depression, including fiscal policy, overproduction, under consumption, speculation, the 1929 crash, and the Dust Bowl</li> <li>the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers, and families</li> <li>President Herbert Hoover’s policies and their impact, including the Reconstruction Finance Corporation</li> </ul>	No Change	
7.1.3	The New Deal – Explain and evaluate Roosevelt’s New Deal Policies including <ul style="list-style-type: none"> <li>expanding the federal government’s responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly</li> <li>opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws</li> <li>consequences of New Deal policies (e.g., promoting workers’ rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies)</li> </ul>	The New Deal Era – explain and evaluate President Franklin Roosevelt’s policies and tactics during the New Deal era, including: <ul style="list-style-type: none"> <li>the changing role of the federal government’s responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly</li> <li>opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws</li> <li>the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies</li> <li>consequences of New Deal policies</li> </ul> Examples may include but are not limited to: Frances Perkins, the Dust Bowl and the Tennessee Valley, promoting workers’ rights, development of a Social Security program, banking and financial regulation, conservation practices, crop subsidies, the Indian Reorganization Act (IRA), Termination Policy, Deportation Act of 1929 Federal housing policies and agricultural efforts (AAA) and impacts on housing for marginalized groups, Charles Coughlin, and Huey Long.	Content expectation changed to add more clarity or direction	

## 7.2 World War II

Standard	2007	2019	Category of Change	Note
7.2.1	Causes of WWII – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including <ul style="list-style-type: none"> <li>the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement)</li> </ul>	Causes of World War II – analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war, including: <ul style="list-style-type: none"> <li>political and economic disputes over territory , the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan, U.S. neutrality, the bombing of Pearl Harbor.</li> </ul>	Examples added for content or clarity	
7.2.2	U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).	United States and the Course of World War II – evaluate the role of the U.S. in fighting the war militarily, diplomatically, and technologically across the world. Examples may include but are not limited to: Germany-First strategy, the Big Three Alliance, and the development of atomic weapons.	No Change	
7.2.3	Impact of WWII on American Life – Analyze the changes in American life brought about by U.S. participation in World War II including <ul style="list-style-type: none"> <li><input type="checkbox"/> mobilization of economic, military, and social resources</li> <li><input type="checkbox"/> role of women and minorities in the war effort</li> <li><input type="checkbox"/> role of the home front in supporting the war effort (e.g., rationing, work hours, taxes)</li> <li><input type="checkbox"/> internment of Japanese- Americans</li> </ul>	Impact of World War II on American Life – analyze the changes in American life brought about by U.S. participation in World War II, including: <ul style="list-style-type: none"> <li>the mobilization of economic, military, and social resources</li> <li>the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces</li> <li>the role of the home front in supporting the war effort</li> <li>the conflict and consequences around the internment of Japanese Americans</li> </ul>	Changes to language and examples added to make expectation more inclusive	
7.2.4	Responses to Genocide – Investigate development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel).	Responses to Genocide – investigate the responses to Hitler’s "Final Solution" policy by the Allies, the U.S. government, international organizations, and individuals. Examples may include but are not limited to: concentration camp liberation, Nuremberg war crimes tribunals, and actions by individuals such as Oskar Schindler and Irena Sendler as examples of the "righteous among the nations."	Additional examples added to make expectation more inclusive	

## USHG ERA 8: Post-World War II United States (1945 -1989)

### 8.1 Cold War and the United States

Standard	2007	2019	Category of Change	Note
8.1.1	<p>Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including</p> <ul style="list-style-type: none"> <li>□ differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.</li> <li>□ diplomatic decisions made at the Yalta and Potsdam Conferences (1945)</li> <li>□ actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact)</li> </ul>	<p>Origins and Beginnings of the Cold War – analyze the factors that contributed to the Cold War, including:</p> <ul style="list-style-type: none"> <li>• Differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the United States and the Soviet Union (U.S.S.R.)</li> <li>• Diplomatic and political actions by both the United States and U.S.S.R. in the last years of World War II and the years afterward</li> </ul> <p>Examples may include but are not limited to: the differences between Communism and Capitalism, diplomatic decisions made at the Yalta and Potsdam conferences, the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, the United Nations, North American Treaty Organization (NATO), and the Warsaw Pact.</p>	Content expectation changed to add more clarity or direction	
8.1.2	<p>Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"> <li>• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community</li> <li>• the armed struggle with Communism, including the Korean conflict</li> <li>• direct conflicts within specific world regions including Germany and Cuba</li> <li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media)</li> <li>• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala)</li> <li>• the arms race</li> </ul>	<p>Foreign Policy During the Cold War – compare the causes and consequences of the American policy of containment including:</p> <ul style="list-style-type: none"> <li>• The development and growth of a U.S. national security establishment and intelligence community</li> <li>• The direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba)</li> <li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war</li> <li>• Indirect (or proxy) confrontations within specific world regions</li> <li>• The arms race and its implications on science, technology, and education</li> </ul> <p>Examples may include but are not limited to: the Department of Defense; the Department of State; the Central Intelligence Agency; direct conflicts within specific world regions, such as Chile, Angola, Iran, Guatemala, and Afghanistan; the relationship and conflicts with the Soviet Union and China; (continued)</p>	Content expectation changed to foster higher level thinking	

		U.S. military policies and practices, special operations, and teams; the launch of Sputnik and the beginning of the space race; and the National Defense Education Act (NDEA).		
8.1.3	End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.	End of the Cold War – describe the factors that led to the end of the Cold War. Examples may include but are not limited to: detent, polices of the U.S and U.S.S.R. and their leaders President Reagan and Premier Gorbachev, the political breakup of the Soviet Union, and the Warsaw Pact.	No Change	

## 8.2 Domestic Policies

Standard	2007	2019	Category of Change	Note
8.2.1	Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.”	Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African-Americans to the South, the Indian Relocation Act of 1956, and the flow of population to the Sunbelt.	No Change	
8.2.2	Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by <ul style="list-style-type: none"> <li>describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment</li> <li>evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970)</li> </ul>	Policy Concerning Domestic Issues – analyze major domestic issues in the post- World War II era and the policies designed to meet the challenges by: <ul style="list-style-type: none"> <li>describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment</li> <li>evaluating policy decisions and legislative actions to meet these challenges Examples may include but are not limited to: G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), EPA (1970).</li> </ul>	No Change	
8.2.3	Comparing Domestic Policies – Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies.	Comparing Domestic Policies – focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt’s New Deal initiatives, President Lyndon Johnson’s Great Society programs, and President Ronald Reagan’s market-based domestic policies.	No Change	



8.2.4	Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter- cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal.	Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal. Examples may include but are not limited to: Roe v. Wade, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, Kent State, Students for a Democratic Society (SDS), Robert McNamara, Martin Luther King Jr., Muhammad Ali, “flower power,” hippies, beatniks, Rachel Carson, Winona LaDuke, the American Indian Movement (AIM), the occupation of Alcatraz, Ralph Nader.	Additional examples added to make expectations more inclusive	
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### 8.3 Civil Rights in the Post-World War II Era

Standard	2007	2019	Category of Change	Note
8.3.1	<p>Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"> <li>the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li> <li>Supreme Court decisions and governmental actions (e.g., Brown v. Board (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li> <li>protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955– 1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li> <li>resistance to Civil Rights</li> </ul>	<p>Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African American civil rights including: the impact of World War II and the Cold War, responses to Supreme Court decisions and governmental actions, the Civil Rights Act (1964), protest movements, rights, organizations, and civil actions.</p> <p>Examples may include but are not limited to: racial and gender integration of the military; “An American Dilemma”; Jim Crow laws; de jure segregation; Brown v. Board of Education; the Civil Rights Act (1957); Little Rock school desegregation; the Civil Rights Act (1964); the Voting Rights Act (1965); integration of baseball; Montgomery Bus Boycott (1955-1956); March on Washington; the Freedom rides; the National Association for the Advancement of Colored People; the Southern Christian Leadership Conference; Student Non- violent Coordinating Committee; the Nation of Islam; Black Panthers; Orval Faubus; Rosa Parks; sit-ins; James Meredith; Medgar Evers; Fannie Lou Hamer; Malcolm X; Yuri Kochiyama; the Twenty-Fourth Amendment; violence in Birmingham; Milliken v. Bradley; the Elliott Larsen Act.</p>	Additional examples added to make expectation more inclusive and to increase content	



8.3.2	Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.	Ideals of the Civil Rights Movement – compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.	No Change	
8.3.3	Women’s Rights – Analyze the causes and course of the women’s rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)).	Women’s Rights – analyze the causes, course and reaction to the women’s rights movement in the 1960s and 1970s. Examples may include but are not limited to: the role of population shifts; birth control; increasing number of women in the work force; National Organization for Women (NOW); Equal Rights Amendment (ERA); Betty Friedan; and Phyllis Schlafly.	No Change	
8.3.4	Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians.	Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century. Examples may include but are not limited to: Indigenous Peoples; Latinos/Latinas; new immigrants; people with disabilities; the gay and lesbian community; The Stonewall riots; the Rehab Act (1973); ADA (1990); American Indian Religious Freedom Act (1978); United Farmworkers; Harvey Milk (1978); Ruth Ellis; Indian Civil Rights Act (1968).	Additional examples added to make expectations more inclusive	
8.3.5	Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark).	Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city. Examples may include but are not limited to: Los Angeles, Cleveland, Chicago, Atlanta, Newark.	Examples removed	

## USHG ERA 9: America in a New Global Age

### 9.1 The Impact of Globalization on the United States

Standard	2007	2019	Category of Change	Note
9.1.1	Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and <i>(continued)</i>	Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, <i>(continued)</i>	No Change	

	methods of production, energy issues, and mass communication.	international competition, new sources/methods of production, energy issues, and mass communication.		
9.1.2	Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including <input type="checkbox"/> growth of the conservative movement in national politics, including the role of Ronald Reagan <input type="checkbox"/> role of evangelical religion in national politics <input type="checkbox"/> intensification of partisanship <input type="checkbox"/> partisan conflict over the role of government in American life <input type="checkbox"/> role of regional differences in national politics	Transformation of American Politics – analyze the transformation of American politics in the late 20th and early 21st centuries, including: <input type="checkbox"/> the growth of the conservative movement in national politics, including the role of Ronald Reagan <input type="checkbox"/> the role of evangelical religion in national politics <input type="checkbox"/> the intensification of partisanship <input type="checkbox"/> the partisan conflict over the role of government in American life <input type="checkbox"/> the role of regional differences in national politics	No Change	

## 9.2 *Changes in America's Role in the World*

Standard	2007	2019	Category of Change	Note
9.2.1	U.S. in the Post-Cold War World – Explain the role of the United States as a super- power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War).	United States in the Post-Cold War World – explain the role of the U.S. as a superpower in the post-Cold War world, including advantages, disadvantages, and new challenges. Examples may include but are not limited to: military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War.	No Change	
9.2.2	9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO).	9/11 and Responses to Terrorism – analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies. Examples may include but are not limited to: the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO.	No Change	

### 9.3 Policy Debates

Standard	2007	2019	Category of Change	Note
9.3.1	<p>Compose a persuasive essay on a public policy issue and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles.</p> <ul style="list-style-type: none"> <li>• role of the United States in the world</li> <li>• national economic policy</li> <li>• welfare policy</li> <li>• energy policy</li> <li>• health care</li> <li>• education</li> <li>• civil rights</li> </ul>	Make a persuasive argument on a public- policy issue, and justify the position with evidence from historical antecedents and precedents, and democratic values or constitutional principles.	Examples removed	

## CIVICS

### C1 Philosophical Foundations of Civic Society and Government

Standard	2007	2019	Category of Change	Note
1.1.1	Identify roles citizens play in civic and private life, with emphasis on leadership.	Describe, compare, and contrast political philosophers' views on purposes of government(s) including but not limited to Aristotle, Locke, Hobbes, Montesquieu, and Rousseau.	Changes to make language more inclusive	2007 C1.1.1 moved to 2019 C.6.2.1
1.1.2	Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."	Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority. Examples may include but are not limited to: anarchy, dictatorship, democracy, monarchy, oligarchy, republic, theocracy, military junta, socialist, and tribal governments.	Content expectation changed to foster higher level thinking, examples added	
1.1.3	Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)	Compare, contrast, and evaluate models of representation in democratic governments including presidential and parliamentary systems. Examples may include but are not limited to: direct democracy, constitutional democracy, constitutional republic, representative democracy, indirect democracy/republic.	Revised structure within grade/subject	2007 C1.1.3 moved to 2019 C1.1.1
1.1.4	Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)	Compare and contrast federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty and distribution of governmental powers.	Revised structure within grade/subject	2019 from 2007 1.2.3, 2007 removed

## 1.2 Alternative Forms of Government

Standard	2007	2019	Category of Change	Note
1.2.1	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.	N/A	Revised structure within grade/subject	2007 1.2.1 moved to 2019 1.1.2
1.2.2	Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2019 3.2.1 incorporates content of this standard
1.2.3	Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 1.2.3 moved to 2019 1.1.3 and 1.1.4
1.2.4	Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)	N/A	Repetitive or redundant standards consolidated.	2007 1.2.4 moved to 2019 1.1.3

## C2 Founding and Development of the Government of the United States of America

### 2.1 Origins of the American Constitutional Government

Standard	2007	2019	Category of Change	Note
2.1.1	Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.	Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke's Second Treatise. Examples may include but are not limited to: the Iroquois Confederation, English Bill of Rights, Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Montesquieu's Spirit of Laws, Paine's Common Sense, Aristotle's Politics and select Federalist Papers (10th, 14th, and 51st).	Examples added for content or clarity	

2.1.2	Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.	Identify and analyze various democratic values of the United States as found in the Declaration of Independence. Examples of democratic values may include but are not limited to: justice, unalienable rights (life, liberty, pursuit of happiness), and equality. Analysis may include but is not limited to: how might the ideals in the Declaration have been in tension with reality?	Revised structure within grade/subject	2007 C2.1.2 moved to 2019 C2.1.3
2.1.3	Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.	Explain the impact of the major debates and compromises underlying the drafting and ratification of the American Constitution including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates concerning slavery, and the promise for a Bill of Rights after ratification.	Content expectation changed to foster higher level thinking	2007 C2.1.3 moved to 2019 2.1.2
2.1.4	Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.	N/A	Revised structure within grade/subject	2007 C2.1.4 included in 2019 C4.2.1 and C4.2.2

## **2.2 Democratic Values and U.S. Constitutional Principles**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
2.2.1	Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).	Analyze relationships between democratic values and Constitutional principles. Examples may include but are not limited to: ways in which the Constitutional principle of due process of laws correlates with the democratic value of justice, ways in which the Constitutional principle of equal protection of the law correlates with the democratic value of equality.	Content expectation changed to foster higher level thinking	

2.2.2	Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)	Analyze how influential historical speeches, writings, cases, and laws express democratic values and influenced changes in American culture, law, and the Constitution. Examples may include but are not limited to: equality; drawing upon Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail"; the Universal Declaration of Human Rights; the Declaration of Sentiments; the Equal Rights Amendment; and Dred Scott v. Sanford, Plessy v. Ferguson, Loving v. Virginia, the Americans With Disabilities Act, and Obergefell v. Hodges.	Content expectation changed to add more clarity or direction	2007 C2.2.4 moved to 2019 C2.2.2
2.2.3	Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)	Use examples to investigate why people may agree on democratic values and Constitutional principles in the abstract, yet disagree over their meaning when they are applied to specific situations. Examples may include but are not limited to: liberty and authority/order, justice and equality, individual rights and the common good.	Examples added for content or clarity	2007 C 2.2.5 moved to 2019 C2.2.3
2.2.4	Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2)	N/A	Content expectation changed to add more clarity or direction	2007 C2.2.4 moved to 2019 C2.2.2
2.2.5	Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract yet disagree over their meaning when they are applied to specific situations. (See USHG 8.2.4)	N/A	Examples added for content or clarity	2007 C 2.2.5 moved to 2019 C2.2.3

**C3 Structure and Function of Governments in the United States of America**  
**3.1 Structure, Functions, Powers, and Limits of Federal Government**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
3.1.1	Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.	Identify and describe the purposes, organization, powers, processes, and election of the legislative branch as enumerated in Article I of the Constitution. Examples may include but are not limited to: The House of Representatives and Senate (including election and qualifications to hold office), advice and consent, impeachment, power of the purse, approval of treaties, and war powers.	Content expectation changed to add more clarity or direction	
3.1.2	Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.	Identify and describe the purposes, organization, powers, processes and election of the executive branch as enumerated in Article II of the Constitution. Examples may include but are not limited to: The President (including election and qualifications to hold office), Commander-in-Chief, appointment power, presidential pardon, executive departments, due care (faithful execution of the laws) clause, independent regulatory agencies, treaty negotiations, veto power, electoral college, Twenty-fifth Amendment.	Content expectation changed to add more clarity or direction	
3.1.3	Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.	Identify and describe the purposes, organization, powers, processes, and appointment or election of the judicial branch as enumerated in Article III of the Constitution and as established in Marbury v. Madison. Examples may include but are not limited to: The Supreme Court (nomination and appointment process, lifetime tenure), original and appellate jurisdictions, resolution of disputes.	Content expectation changed to add more clarity or direction	
3.1.4	Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)	Examine and evaluate the effectiveness the role of separation of powers and checks and balances in the distribution of power and authority between the three branches of government. Examples may include but are not limited to: advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment.	Content expectation changed to add more clarity or direction	2007 C3.1.5 moved to 2019 C3.1.4

3.1.5	Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).	Analyze the various levels and responsibilities in the federal and state judicial systems and explain the relationships among them.	Content expectation changed to add more clarity or direction	2007 C3.1.5 moved to 2019 C3.1.4
3.1.6	Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.	Evaluate major sources of revenue and major expenditures of the federal government. Examples may include but are not limited to: discretionary spending, federal income tax, and mandatory spending.	Examples added for content or clarity	
3.1.7	Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.	Identify and explain how Supreme Court decisions and provisions in the U.S Constitution have impacted the power of the federal government. Examples may include but are not limited to: the Bill of Rights, rule of law, enumerated powers, implied powers, federalism, and <i>McCulloch v. Maryland</i> .	Revised structure within grade/subject	2007 3.1.7 moved to 2019 C 3.2.1

### 3.2 Structure and Functions of State, Local, and Tribal Governments

Standard	2007	2019	Category of Change	Note
3.2.1	Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.	Describe limits the U.S. Constitution places on powers of the states and on the federal government's power over the states. Examples of limits on state power include but are not limited to: prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments. Examples of limits on federal power over states include but are not limited to: federal government cannot abolish a state; Tenth Amendment reserves powers to the states; federal government cannot commandeer state employees.	Content expectation changed to add more clarity or direction	2007 3.2.1 moved to 2019 C.3.1.7
3.2.2	Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., <i>Marbury v. Madison</i> , <i>Gibbons v. Ogden</i> , <i>McCulloch v. Maryland</i> ).	Explain interactions and tensions among federal, state, and local governments using the necessary and proper clause, the Commerce Clause, and the Tenth Amendment.	Content expectation changed to add more clarity or direction	2007 C3.2.2 moved to 2019 C 3.1.7
3.2.3	Identify specific provisions in the Constitution that limit the power of the federal government.	Describe how state, local, and tribal governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).	Content expectation changed to add more clarity or direction	2007 C3.2.3 moved to 2019 C 3.1.7
3.2.4	Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)	Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and <i>(continued)</i>	Content expectation changed to add more clarity or direction	2007 C3.2.4 moved to 2019 C 4.1.1



		enforcement between federal, state, and local governments and tribal governments.		
3.2.5	Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)	Evaluate the major sources of revenue and expenditures for state, local, and tribal governments.	Content expectation changed to add more clarity or direction	2007 C3.2.5 referenced in 2019 USHG F1.1
3.2.6		Describe and evaluate referendums, initiatives, and recall as mechanisms used to influence state and local government. Use a case study to examine the impact of one such listed mechanism.	Standard added to increase disciplinary knowledge	

### 3.3 *Additional Actors and Influences in American Civic Society*

Standard	2007	2019	Category of Change	Note
3.3.1	Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).	Describe and analyze how groups and individuals influence public policy. Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media.	Revised structure within grade/subject	C3.3.1 moved to 2019 C3.2.1
3.3.2	Identify and define states' reserved and concurrent powers.	Describe the evolution of political parties and their contemporary influence on public policy.	Revised structure within grade/subject	2007 C3.3.2 moved to 2019 C - 3.2.1
3.3.3	Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.	Revised structure within grade/subject	2007 C3.3.3 moved to 2019 C3.2.2
3.3.4	Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.	Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.	Changes to make language more inclusive	2007 C3.3.4 moved to 2019 C3.2.3
3.3.5	Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).	Identify and discuss roles of non- governmental organizations in American civic society.	Content expectation changed to foster higher level thinking	2007 C3.3.5 moved to 2019 C3.2.6
3.3.6	Evaluate the major sources of revenue for state and local governments.	Explain functions and possible influence of various news and other media sources in political communication. Examples may include but are not limited to: television, print, press, Internet (including social media), radio.	Changes to make language more inclusive	2007 C3.3.6 moved to 2019 C3.2.5
3.3.7	Explain the role of state constitutions in state governments.	Analyze the credibility and validity of various forms of political communication. Examples of analysis may include but are not limited to: logic, factual accuracy, selective	Revised structure within grade/subject	2007 3.3.7 moved to 2019 C3.2.3

		omission, emotional appeal, distorted evidence, appeals to bias or prejudice, confirmation and source bias.		
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### 3.4 *System of Law and Laws*

Standard	2007	2019	Category of Change	Note
3.4.1	Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like Marbury v. Madison and U.S. v. Nixon; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4)	N/A	Repetitive or redundant standards consolidated.	2007 3.4.1 consolidated into 2019 C4.1.1. See also USHG F.1 8.2.4
3.4.2	Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)	N/A	Repetitive or redundant standards consolidated.	2007 3.4.2 included in C4.3.2
3.4.3	Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).	N/A	Repetitive or redundant standards consolidated.	2007 3.4.3 included in 2019 C4.3.2
3.4.4	Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).	N/A	Standard added to increase disciplinary knowledge	2007 3.4.4 included in 2019 C4.3.2
3.4.5	Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.	N/A	Standard removed	

### 3.5 *Other Actors in the Policy Process*

Standard	2007	2019	Category of Change	Note
3.5.1	Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.	N/A	Revised structure within grade/subject	C 3.5.1 moved to C 3.3.1
3.5.2	Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)	N/A	Revised structure within grade/subject	C 3.5.2 moved to C3.3.2
3.5.3	Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).	N/A	Revised structure within grade/subject	C3.5.3 moved to 2019 C3.3.3

3.5.4	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.	N/A	Revised structure within grade/subject	C3.5.4 moved to 2019 C3.3.3
3.5.5	Evaluate the actual influence of public opinion on public policy.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	C3.5.5 combined and moved to 2019 C3.3.3
3.5.6	Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.	N/A	Revised structure within grade/subject	C3.5.6 moved to 2019 C3.3.4
3.5.7	Explain the role of television, radio, the press, and the internet in political communication.	N/A	Content expectation changed to foster higher level thinking	2007 C3.5.7 Moved to 2019 C3.3.6 and 2019 C3.3.7
3.5.8	Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.	N/A	Revised structure within grade/subject	2007 3.5.8 moved to 2019 C-6.4.3
3.5.9	In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.	N/A	Content removed	

**C4 Rights and Liberties in the United States of America**  
**4.1 Application of the Bill of Rights**

Standard	2007	2019	Category of Change	Note
4.1.1	Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish-American War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).	Describe the five essential rights protected by the First Amendment. Through the use of court cases and examples, explore and analyze the scope and limits of First Amendment rights. Examples may include but are not limited to: Schenck v. United States, Brandenburg v. Ohio, Tinker v. Des Moines Independent Community School District, Bethel School District v. Fraser, Hazelwood School District v. Kuhlmeier, Texas v. Johnson, New York Times Co. v. United States, Village of Skokie v. National Socialist Party, Minersville School District v. Gobitis, West Virginia State Board of Education v. Barnette, Engel v. Vitale, Lemon v. Kurtzman, Wisconsin v. Yoder, NAACP v. Alabama.	Content expectation changed to add more clarity or direction	2007 C4.1.1 moved to 2019 C5.1.2

4.1.2	Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.	Using the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments, describe the rights of the accused; using court cases and examples, describe the limit and scope of these rights. Examples may include but are not limited to: search and seizure, right to an attorney, due process, double jeopardy, right to speedy trial, right to impartial jury, right to witnesses, no cruel or unusual punishment. Court cases include, but are not limited to: Mapp v. Ohio, Katz v. United States, New Jersey v. T.L.O., Riley v. California, Gideon v. Wainwright, Miranda v. Arizona, Gregg v. Georgia.	Revised structure within grade/subject	2007 C4.1.2 moved to 2019 C5.1.1
4.1.3	Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).	N/A	Revised structure within grade/subject	C4.1.3 moved to C 5.1.2
4.1.4	Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3; 8.1.2)	N/A	Repetitive or redundant standards consolidated.	See also USHG 6.2.2; 7.2; 8.1.2; 9.2.2 and WHG 7.2.1; 7.2.3; 8.1.2

#### **4.2 Extensions of Civil Rights and Civil Liberties**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
4.2.1	Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)	Explain how the Civil War led to the creation of the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution. Analyze each Amendment's relative effectiveness.	Revised structure within grade/subject	2007 C4.2.1 included in USHG 6.2.4
4.2.2	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1)	Explain how significant historical events, including but not limited to the suffrage movements and the civil rights movements, resulted in changes to the interpretation of and Amendments to the U.S. Constitution. Examples may include but are not limited to: suffrage movements (Fifteenth, Nineteenth, Twenty-Third, Twenty-Fourth, Twenty-Sixth Amendments), and the civil rights movements (Twenty-Fourth, Twenty- Sixth Amendments).	Structural change made by moving standard to another grade	2007 C4.2.2 moved to 2019 C5.2.1

4.2.3	Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)	Using the Fourteenth Amendment, describe the impact of the doctrine of incorporation, due process of law, and equal protection of law on the articulation and extension of rights. Examples may include court cases and pieces of legislation that include but are not limited to: Civil Rights Act of 1964, the Voting Right Act of 1965, Barron v. Baltimore, Slaughterhouse cases, Gitlow v. New York, Gideon v. Wainwright, Mapp v. Ohio, Meyer v. Nebraska, Griswold v. Connecticut, Roe v. Wade, Cantwell v. Connecticut, McDonald v. Chicago, Shelby County v. Holder, Obergefell v. Hodges, United States v. Wong Kim Ark.	Revised structure within grade/subject	2007 C4.2.3 moved to 2019 C5.2.2
4.2.4	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).	N/A	Revised structure within grade/subject	2007 4.2.4 moved to 2019 5.2.4
4.2.5	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).	N/A	Revised structure within grade/subject	2007 4.2.5 moved to 2019 5.2.2
4.2.6	Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).	N/A	Content removed	

### 4.3 Examining Tensions and Limits on Rights and Liberties

Standard	2007	2019	Category of Change	Note
4.3.1	N/A	<p>Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict.</p> <p>Examples of personal rights include but are not limited to: freedom of thought, conscience, expression, association, movement and residence, privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law.</p> <p>Examples of political rights include but are not limited to: freedom of speech, press, assembly, and petition; the right to vote and run for public office.</p> <p>Examples of economic rights include but are not limited to: acquire, use, transfer, and dispose of property; choose one's work, change employment, join labor unions and professional associations; establish and operate a business; copyright protection; enter into lawful contracts; just compensation for the taking of private property for public use.</p>	Repetitive or redundant standards consolidated.	2007 5.3.1, 5.3.2, 5.3.3, 5.3.4 consolidated into 2019 C4.3.1
4.3.2	N/A	<p>Describe considerations, criteria, and examples that have been used to deny, limit, or extend protection of individual rights</p> <p>Examples may include but are not limited to: clear and present danger; time, place, and manner restrictions on speech; compelling government interest; security; libel or slander; public safety; and equal opportunity.</p> <p>Examples may include but are not limited to: Dred Scott, Plessy v. Ferguson, Korematsu v. United States.</p>	Repetitive or redundant standards consolidated.	Standard draws and adds to 2007 5.3.5, 5.3.6, 5.3.7, 5.3.8, 5.3.9

**C5 The United States of America and World Affairs**  
**5.1 Formation and Implementation of U.S. Foreign Policy**

Standard	2007	2019	Category of Change	Note
5.1.1	Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting). participate in political life, stay informed and attentive about public issues, and voting).	Identify and describe ways in which foreign policy is made including Constitutional powers of the executive, legislative, and judicial branches and how those powers have been clarified or interpreted over time. Examples may include but are not limited to: Senate treaty ratification powers, Senate advise and consent of political appointments, Congressional declarations of war, War Powers Act of 1973, executive orders and related injunctions, power of the purse.	Revised structure within grade/subject	2007 C5.1.1 moved to 2019 6.2.1
5.1.2	Compare the rights of citizenship Americans have as a member of a state and the nation.	Analyze past and present examples of U.S. foreign policy, its implementation, and its impact on American and international institutions and individuals. Examples of policies may include but are not limited to: immigration policies, nuclear treaties, Paris Accords and climate change, war on terrorism, space treaties, privatization and militarism of space, the Spanish-American War, American isolationism, the Atlantic Charter, cold war containment, post-cold war policy, modern treaties, tariffs, trade wars, cyber-security, gag rules. Examples of implementation may include but are not limited to: diplomacy, sanctions, treaties, military actions, covert actions, Peace Corps, humanitarian aid.	Changes to make language more inclusive	2007 C5.1.2 moved to 2019 C6.1.3
5.1.3		Describe ways in which groups and individuals influence foreign policy. Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media, individuals' public opinions, interest groups, the media news cycles, think tanks, foreign policy.	Standard added to increase disciplinary knowledge	

## 5.2 U.S. Role in International Institutions and Affairs

Standard	2007	2019	Category of Change	Note
5.2.1	Explain the distinction between citizens by birth, naturalized citizens, and non- citizens.	Analyze the influence and impact of U.S. political, economic, technological, and cultural developments on countries and people across world. Examples may include but are not limited to: foreign policy, popular culture, fashion, music, democratic values, Constitutional principles, backlash.	Revised structure within grade/subject	2007 C5.2.1 moved to 2019 C6.2.1
5.2.2	Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.	Analyze how international political, economic, technological, and cultural developments impact U.S. institutions and individuals. Examples may include but are not limited to: multinational corporations, terrorism, regional organizations, trade, migration, human trafficking, telecommunications.	Revised structure within grade/subject	2007 3.2.2 moved to 2019 5.1.2, examples added
5.2.3	Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).	Identify and evaluate the roles and responsibilities of the United States in international governmental organizations including bilateral and multilateral agreements. Examples may include but are not limited to: the United Nations, North Atlantic Treaty Organization, Organization of American States, USMCA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, Paris Climate Accords, and Nuclear Non- Proliferation Treaty.	Revised structure within grade/subject	2007 C5.2.3 moved to two standards 2019 C6.1.1 and C6.1.2
5.2.4		Identify and evaluate international non-governmental organizations. Examples may include but are not limited to: International Red Cross, Amnesty International, Doctors Without Borders.	Revised structure within grade/subject	2019 C5.2.4 adapted from 2007 4.2.4

## 5.3 Rights of Citizenship

Standard	2007	2019	Category of Change	Note
5.3.1	Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).	N/A	Content expectation changed to foster higher level thinking	2007 C5.3.1, 5.3.2 , 5.3.3 and 5.3.4 were combined and moved to 2019 C4.3.1
5.3.2	Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).	N/A	Content expectation changed to foster higher level thinking	2007 C5.3.1, 5.3.2 , 5.3.3 and 5.3.4 were combined and moved to 2019 C4.3.1



5.3.3	Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).	N/A	Content expectation changed to foster higher level thinking	2007 C5.3.1, 5.3.2 , 5.3.3 and 5.3.4 were combined and moved to 2019 C4.3.1
5.3.4	Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.	N/A	Content expectation changed to foster higher level thinking	2007 C5.3.1, 5.3.2 , 5.3.3 and 5.3.4 were combined and moved to 2019 C4.3.1
5.3.5	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.	N/A	Revised structure within grade/subject	2007 C5.3.5 moved to 2019 C4.3.2
5.3.6	Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.	N/A	Revised structure within grade/subject	2007 C5.3.6 moved to 2019 C4.1.1
5.3.7	Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.	N/A	Revised structure within grade/subject	2007 C5.3.7 moved to 2019 C4.1.2
5.3.8	Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.	N/A	Revised structure within grade/subject	2007 C5.3.8 moved to 2019 C4.2.3
5.3.9	Use examples to explain why rights are not unlimited and absolute.	N/A	Other	Addressed in C4.1

#### **5.4 Responsibilities of Citizenship**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
5.4.1	Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.	N/A		
5.4.2	Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.	N/A		
5.4.3	Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.	N/A		

### 5.5 Dispositions of Citizenship

Standard	2007	2019	Category of Change	Note
5.5.1	Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others).	N/A	Revised structure within grade/subject	2007 C.5.5.1 moved to 2019 C6.3.1
5.5.2	Describe the dispositions thought to encourage Civic Participation in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).	N/A	Revised structure within grade/subject	2007 C.5.5.2 moved to 2019 C6.3.1
5.5.3	Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Incorporated throughout the K-12 standards

## C6 Citizenship and Civic Participation in the United States of America

### 6.1 Citizenship in the United States of America

Standard	2007	2019	Category of Change	Note
6.1.1	Identify and research various viewpoints on significant public policy issues.	Describe and evaluate the requirements and process for becoming a citizen of the United States	Content expectation changed to add more clarity or direction	2007 C6.1.1, 6.1.2, 6.1.3, 6.1.4 6.1.5 combined and moved to 2019 C6.4.3
6.1.2	Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).	Explain how the United States has limited and expanded Citizenship over time. Examples may include but are not limited to: legislation, Constitutional Amendments.	Content expectation changed to add more clarity or direction	2007 C6.1.1, 6.1.2, 6.1.3, 6.1.4 6.1.5 combined and moved to 2019 C6.4.3

6.1.3	Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.	Compare and contrast rights and representation among U.S. people and citizens living in states, territories, federal districts, and tribally governed land. Examples may include but are not limited to: District of Columbia, Guam, Puerto Rico, Northern Mariana Islands, U.S. Virgin Islands, American Samoa, Tribal Governments.	Content expectation changed to add more clarity or direction	2007 C6.1.1, 6.1.2, 6.1.3, 6.1.4 6.1.5 combined and moved to 2019 C6.4.3
6.1.4	Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.	N/A	Content expectation changed to add more clarity or direction	2007 C6.1.1, 6.1.2, 6.1.3, 6.1.4 6.1.5 combined and moved to 2019 C6.4.3
6.1.5	Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.	N/A	Content expectation changed to add more clarity or direction	2007 C6.1.1, 6.1.2, 6.1.3, 6.1.4 6.1.5 combined and moved to 2019 C6.4.3

## 6.2 *Rights and Responsibilities in Civic Society*

Standard	2007	2019	Category of Change	Note
6.2.1	Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).	<p>Using examples, explain the rights and responsibilities of U.S. Citizens as well all people living in the United States.</p> <p>Examples unique to Citizens* include but are not limited to: voting in national, state, and local elections, serving as a juror, running for elected office.</p> <p>Examples for all persons living in the United States as lawful permanent residents include but are not limited to: serving in the armed forces, voting in local jurisdictions, serving on some local juries, registering to vote.</p> <p>Examples for all persons living in the United States include but are not limited to:</p> <ul style="list-style-type: none"> <li>• participating in public life</li> <li>• participating in political life</li> <li>• being informed about laws that govern society</li> <li>• respecting and obeying just laws</li> <li>• stay informed and attentive about public issues</li> <li>• monitoring political leaders and governmental agencies</li> <li>• assuming community leadership when appropriate</li> </ul> <p>paying taxes (continued)</p>	Examples added	

		<ul style="list-style-type: none"> <li>• registering to vote and voting knowledgeably on candidates and issues</li> <li>• performing public service• assuming leadership when appropriate</li> </ul> <p>*incarceration is an exception in some states</p>		
6.2.2	Distinguish between and evaluate the importance of political participation and social participation.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Included in 2019 6.2.1
6.2.3	Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Included in 2019 6.2.1
6.2.4	Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 C 6.2.4 moved to 2019 C 6.4.4
6.2.5	Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy	N/A	Revised structure within grade/subject	2007 6.2.5 moved to 2019 C 6.4.1
6.2.6	Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.	N/A	Revised structure within grade/subject	2007 6.2.6 moved to 2019 C 6.4.2
6.2.7	Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation. <sup>1</sup>	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 C 6.2.7 moved to 2019 C 6.4.4
6.2.8	Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	All themes can be tied into 6.1
6.2.9	Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	All themes can be tied into 6.1

6.2.10	Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 C 6.2.10 moved to 2019 C 6.4.4
6.2.11	Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 C 6.2.11 moved to 2019 C 6.4.4

### 6.3 *Dispositions for Civic Participation*

Standard	2007	2019	Category of Change	Note
6.3.1	N/A	Explain the personal dispositions that contribute to knowledgeable and engaged participation in civic communities. Examples may include but are not limited to: concern for the well-being of others, civility, respect for the rights of other individuals, respect for law, honesty, open- mindedness, negotiation and compromise, persistence, civic-mindedness, compassion, patriotism, courage, and tolerance for ambiguity.	Repetitive or redundant standards consolidated due to overlapping content or process skills.	All themes can be tied into 6.1
6.3.2	N/A	Explain how informed members of society influence civic life. Examples may include but are not limited to: obeying just law, disobeying unjust law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.	Repetitive or redundant standards consolidated due to overlapping content or process skills.	All themes can be tied into 6.1

### 6.4 *Civic Inquiry, Public Policy, Civic Action, and Public Discourse*

Standard	2007	2019	Category of Change	Note
6.4.1	N/A	Explain and evaluate how people, individually or collectively, seek to bring the United States closer to its democratic values.	Revised structure within grade/subject	All themes can be tied into 6.1

6.4.2	N/A	Identify, discuss, and analyze methods individuals and/or groups have chosen to attempt social and legal change. Assess the effects of civil disobedience, social movements, demonstrations, protests on society and law. Examples may include but are not limited to: abolitionists, women's suffrage, Civil Rights movement, direct action, sit-down strikes, walk-outs.	Revised structure within grade/subject	All themes can be tied into 6.1
6.4.3	N/A	Identify and describe a local, state, national, or international public-policy issue; research and evaluate multiple solutions; analyze the consequences of each; and propose, defend, and take relevant action to address or resolve the issue. Considerations for research may include but are not limited to: primary and secondary sources, legal documents (Constitutions, court decisions, state law), non-text based information (oral speeches/presentations, political cartoons, campaign advertisements), and other forms of political communication (speeches and blogs). Considerations for analyzing credible sources may include but are not limited to: logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, appeals to bias or prejudice, overall strength of argument.	Revised structure within grade/subject	All themes can be tied into 6.1
6.4.4	N/A	Equip students with the skills and knowledge to explore multiple pathways for knowledgeable, civic engagement through simulations and/or real-world opportunities for involvement. Examples may include but are not limited to: trials, school board meetings, congressional hearings, running for office, letters to the editor, political campaigns.	Revised structure within grade/subject	All themes can be tied into 6.1

## ECONOMICS

### E1 The Market Economy

#### 1.1 Individual, Business, and Government Decision Making

Standard	2007	2019	Category of Change	Note
1.1.1	Scarcity, Choice, Opportunity Costs, and Comparative Advantage – Using examples, explain how scarcity, choice, opportunity costs affect decisions that households, businesses, and governments make in the market place and explain how comparative advantage creates gains from trade.	Scarcity, Choice, Opportunity Costs, Incentives – Using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.	Revised structure within grade/subject	Incentives added as an example. Comparative advantage was moved to 3.2.1.
1.1.2	Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.	Entrepreneurship – analyze the risks and rewards of entrepreneurship and associate the functions of entrepreneurs with alleviating problems associated with scarcity.	Changes to make language more inclusive	
1.1.3	N/A	Marginal Analysis – weigh marginal benefits and marginal costs in decision making.	Other	Standard added to increase disciplinary knowledge

#### 1.2 Competitive Markets

Standard	2007	2019	Category of Change	Note
1.2.1	Business Structures – Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households.	Institutions – describe the roles of various economic institutions and purposes they serve in a market economy. Examples may include but are not limited to: banks, labor unions, markets, corporations, co-operatives, sole proprietorships, partnerships, and not-for-profit organizations.	Terminology changed to strengthen the consistent use of vocabulary	
1.2.2	Price in the Market – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.	Market Structures – identify the characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly market structures. Examples may include but are not limited to: number of producers, similarity of products, barriers to entry, control over prices.	Repetitive or redundant standards consolidated due to overlapping content or process skills.	See 1.3.2. Added Market Structures as it is an essential part to understanding competitive markets.
1.2.3	Investment, Productivity and Growth – Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these influence the market.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	See 3.1.1

#### 1.3 Prices, Supply, and Demand

Standard	2007	2019	Category of Change	Note
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1.3.1	Law of Supply – Explain the law of supply and analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to producers by selling other goods or services, or the number of sellers in a market.	Supply and Demand – use the laws of supply and demand to explain household and business behavior. Examples may include but are not limited to: determinants of demand and determinants of supply.	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Combined 1.3.1 and 1.3.2 from 2007.
1.3.2	Law of Demand – Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit.	Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Combined 1.3.1 and 1.3.2 from 2007
1.3.3	Price, Equilibrium, Elasticity, and Incentives – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.	N/A	Revised structure within grade/subject	See 1.3.2

#### **1.4 Role of Government in the Market**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
1.4.1	Public Policy and the Market – Analyze the impact of a change in public policy (such as an increase in the minimum wage, a new tax policy, or a change in interest rates) on consumers, producers, workers, savers, and investors.	Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors. Examples may include but are not limited to: an increase in the minimum wage, a new tax policy, a change in interest rates, or price controls on the quantity of a good or service.	Examples add for clarity or direction	Examples added
1.4.2	Government and Consumers – Analyze the role of government in protecting consumers and enforcing contracts, (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.	Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.	No Change	
1.4.3	Government Revenue and Services – Analyze the ways in which local and state governments generate revenue (e.g., income, sales, and property taxes) and use that revenue for public services (e.g., parks and highways).	Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services.	No Change	Examples removed



1.4.4	Functions of Government – Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, regulation of labor (e.g., minimum wage, child labor, working conditions), and the promotion of economic growth and security.	Market Failure – explain the role for government in dealing with both negative and positive externalities. Examples may include but are not limited to: pollution, vaccinations, education, medical research, government/private partnerships.	Changes to make language more inclusive	
1.4.5	Economic Incentives and Government – Identify and explain how monetary and non-monetary incentives affect government officials and voters and explain how government policies affect the behavior of various people including consumers, savers, investors, workers, and producers.	Consequences of Governmental Policy – assess the incentives for political leaders to implement policies that disperse costs widely over large groups of people and benefit small and politically powerful groups. Examples may include but are not limited to: subsidies, tariffs, import quotas.	Revised structure within grade/subject	Content from 1.4.5 from 2007, not included in 1.4.5 of the new standards is included in 1.4.1 of new standards.
1.4.6	N/A	Price Controls – analyze the impact of price ceilings and price floors on the quantity of a good or service supplied and demanded in a market.	Revised structure within grade/subject	price floor and price ceilings were not in the 2007 standards.

**E2 The National Economy of The United States of America**  
**2.1 Understanding National Markets**

Standard	2007	2019	Category of Change	Note
2.1.1	Income – Describe how individuals and businesses earn income by selling productive resources.	Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States.	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 2.1.1 is included in 4.1.1 of new standards. New 2.1.1 is almost the same as 2.1.2 from 2007.
2.1.2	Circular Flow and the National Economy – Using the concept of circular flow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and non-government agencies in the economy of the United States.	Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.	Revised structure within grade/subject	See 2.1.1
2.1.3	Financial Institutions and Money Supply – Analyze how decisions by the Federal Reserve and actions by financial institutions (e.g., commercial banks, credit unions) regarding deposits and loans, impact the expansion and contraction of the money supply.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Consolidated into 2.2.4
2.1.4	Money Supply, Inflation, and Recession – Explain the relationships between money supply, inflation, and recessions.	N/A	Repetitive or redundant standards consolidated	Consolidated in 2.2.3 & 2.2.4

2.1.5	Gross Domestic Product (GDP) and Economic Growth – Use GDP data to measure the rate of economic growth in the United States and identify factors that have contributed to this economic growth	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Consolidated into 2.1.2
2.1.6	Unemployment – Analyze the character of different types of unemployment including frictional, structural, and cyclical.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Consolidated into 2.1.2
2.1.7	Economic Indicators – Using a number of indicators, such as GDP, per capita GDP, unemployment rates, and Consumer Price Index, analyze the characteristics of business cycles, including the characteristics of peaks, recessions, and expansions.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Consolidated into 2.1.2
2.1.8	Relationship Between Expenditures and Revenue (Circular Flow) – Using the circular flow model, explain how spending on consumption, investment, government and net exports determines national income; explain how a decrease in total expenditures affects the value of a nation's output of final goods and services.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 2.1.8 is a description of GDP calculation and would be included in 2.1.2 of new standards.
2.1.9	American Economy in the World – Analyze the changing relationship between the American economy and the global economy including, but not limited to, the increasing complexity of American economic activity (e.g., outsourcing, off-shoring, and supply- chaining) generated by the expansion of the global economy.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Included in 3.1.4 and 3.2

## **2.2 Role of Government in the United States Economy**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
2.2.1	Federal Government and Macroeconomic Goals – Identify the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).	Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).	Content expectation changed to foster higher level thinking	Replaced identify with evaluate
2.2.2	Macroeconomic Policy Alternatives – Compare and contrast differing policy recommendations for the role of the Federal government in achieving the macroeconomic goals of stable prices, low unemployment, and economic growth.	Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods and protect property rights. Examples may include but are not limited to: parks and highways, national defense, social security, Medicaid, Medicare.	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Content is included in 2.2.3. 2.2.2 of the new standards is a revised version of the 2007 2.2.5..

2.2.3	Fiscal Policy and its Consequences – Analyze the consequences – intended and unintended – of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.	Fiscal Policy and its Consequences – analyze the consequences (intended and unintended) of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.	No Change	
2.2.4	Federal Reserve and Monetary Policy – Explain the roles and responsibilities of the Federal Reserve System and compare and contrast the consequences – intended and unintended – of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.	Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.	No Change	
2.2.5	Government Revenue and Services – Analyze the ways in which governments generate revenue on consumption, income and wealth and use that revenue for public services (e.g., parks and highways) and social welfare (e.g., social security, Medicaid, Medicare).	N/A	Revised structure within grade/subject	It moved to 2.2.2

**E3 The International Economy**  
**3.1 Economic Systems**

Standard	2007	2019	Category of Change	Note
3.1.1	Major Economic Systems – Give examples of and analyze the strengths and weaknesses of major economic systems (command, market and mixed), including their philosophical and historical foundations (e.g., Marx and the Communist Manifesto, Adam Smith and the Wealth of Nations).	Developing Nations – assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights, and free trade can affect economic growth in developing nations.	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Included in 3.1.3
3.1.2	Developing Nations – Assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights and free trade can affect economic growth in developing nations.	International Organizations and the World Economy – evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe.	Revised structure within grade/subject	Moved up to 3.1.1
3.1.3	International Organizations and the World Economy – Evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and the developed economies of the United States and Western Europe.	Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems. Examples may include but are not limited to: GDP, inflation, unemployment.	Revised structure within grade/subject	Moved up to 3.1.2

3.1.4	GDP and Standard of Living – Using current and historical data on real per capita GDP for the United States, and at least three other countries (e.g., Japan, Somalia, and South Korea) construct a relationship between real GDP and standard of living.	Impact of Transitional Economies – analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Covered in 2.1.2 & 2.2.1
3.1.5	Comparing Economic Systems – Using the three basic economic questions (e.g., what to produce, how to produce, and for whom to produce), compare and contrast a socialist (command) economy (such as North Korea or Cuba) with the Capitalist as a mixed, free market system of the United States.	N/A	Repetitive or redundant standards consolidated due to overlapping content or process skills.	2007 3.1.5 Included in 3.1.3 of proposed standards. More broad wording to reflect a continuum different countries may be on
3.1.6	Impact of Transitional Economies – Analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.	N/A	Revised structure within grade/subject	Moved up to 3.1.4

### **3.2 Economic Interdependence – Trade**

<b>Standard</b>	<b>2007</b>	<b>2019</b>	<b>Category of Change</b>	<b>Note</b>
3.2.1	Absolute and Comparative Advantage – Use the concepts of absolute and comparative advantage to explain why goods and services are produced in one nation or locale versus another.	Absolute and Comparative Advantage – use the concepts of absolute and comparative advantages to explain why goods and services are produced in one nation or locale versus another.	No Change	
3.2.2	Domestic Activity and World Trade – Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade.	Domestic Activity and World Trade – assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade. Examples may include but are not limited to: tariffs, quotas, export subsidies, product standards, other barriers.	No Change	
3.2.3	Exchange Rates and the World Trade – Describe how interest rates in the United States impact the value of the dollar against other currencies (such as the Euro), and explain how exchange rates affect the value of goods and services of the United States in other markets.	Exchange Rate and World Trade – analyze the effects on trade from a change in an exchange rate between two currencies.	Content expectation changed to foster higher level thinking	3.2.3 was revised from DESCRIBE to ANALYZE
3.2.4	Monetary Policy and International Trade – Analyze how the decisions made by a country's central bank (or the Federal Reserve) impact a nation's international trade.	The Global Economy and the Marketplace – analyze and describe how the global economy has changed the interaction of buyers and sellers.	Repetitive or redundant standards consolidated due to overlapping content or process skills.	Consolidated into 2.2.4 of new standards
3.2.5	The Global Economy and the Marketplace – Analyze and describe how the global economy has changed the interaction of buyers and sellers, such as in the automobile industry.	N/A	Revised structure within grade/subject	Moved up to 3.2.4

**E4**      **Personal Finance**  
**4.1**      **Decision Making**

Standard	2007	2019	Category of Change	Note
4.1.1	Scarcity and Opportunity Costs – Apply concepts of scarcity and opportunity costs to personal financial decision making.	Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income. Examples may include but are not limited to: interest, dividends, capital appreciation, income support from the government, social security.	Content expectation changed to add more clarity or direction	
4.1.2	Marginal Benefit and Cost – Use examples and case studies to explain and evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions.	Buying Goods And Services – describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.	Content expectation changed to add more clarity or direction	
4.1.3	Personal Finance Strategy – Develop a personal finance strategy for earning, spending, saving and investing resources.	Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.	Content expectation changed to add more clarity or direction	
4.1.4	Key Components of Personal Finance – Evaluate key components of personal finance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing (e.g., 401K, IRAs), and insurance.	Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.	Content expectation changed to add more clarity or direction	
4.1.5	Personal Decisions – Use a decision- making model (e.g., stating a problem, listing alternatives, establishing criteria, weighing options, making the decision, and evaluating the result) to evaluate the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.	Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.	Content expectation changed to add more clarity or direction	
4.1.6	Risk Management Plan – Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).	Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.	Content expectation changed to add more clarity or direction	