
World History and Geography: Examples of Changes to the Michigan Social Studies Standards

The major changes in the 2019 updated world history and geography standards come in 6th and 7th grade where the focus has shifted from an eastern and western hemispheric approach to a 6th grade Geography course and a 7th grade History and Geography course focused on ancient history. This allows students to examine issues more deeply and compare similar perspectives and historical events from across the globe.

Era 4 content was divided thematically between 7th grade and High School World History and Geography. This allows the comparison of similar events, including religious diffusion, which occur both before and after 1500 C.E. in the 7th grade course. The study of cultural and political implications of post-1500 C.E. events is addressed in high school. The redundancy in post-world war standards between World and US History and Geography courses was reduced, creating the opportunity for greater study of contemporary global issues.

Examples added where no examples previously existed

2007

6 – G1.3.1 Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth.

2019

6 – G1.3.1 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

- “place” deals with the natural and human characteristics of a place while “location” deals with where the place is, especially relative to other places.
- “human-environment interaction” deals with resources, human adaptation, and human impact, as well as natural catastrophes.
- “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.
- “regions” are generalizations about the common characteristics of areas.

Additional examples added to make expectations more inclusive

2007

7 – W3.2.1 Describe the core beliefs of the five major world religions.

2019

7 – W3.2.1 Identify and describe the core beliefs of 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 basic beliefs (ethnic vs. universalizing; monotheistic vs. polytheistic) among religions; case studies of continuity of local indigenous belief systems or animistic religions; comparisons with religious traditions that developed after 1500 CE such as Protestantism.

Content expectations consolidated to reduce redundancy

2007

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 water and the effects of annual flooding on vegetation along river plains such as the Amazon).

6 –G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than others (e.g. mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

2019

6 – G3.2.1 Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, landforms, location, and human activity.

Examples may include but are not limited to deciduous forest versus prairies in the United States, tropical rain forest versus savanna and desert in Africa, and tundra versus coniferous forests in Canada or Russia.

Content expectations changed to encourage higher-level thinking

2007

HS WHG 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.

2019

HSWHG 6.2.1 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 expectations changed to provide clarity and directions

2007

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.

2019

7 – G1.2.4 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.

Content expectations changed to counter the misconceptions

2007

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.

2019

6 – G4.1.2 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.

Content expectations shifted to another grade level

2007

6- W1.2.1 Describe the transition of many cultures from hunter-gatherers to sedentary agriculture (domestication of plants and animals).

2019

7 – W1.2.1 Describe the transition of many cultures from hunter-gatherers to sedentary agriculture (domestication of plants and animals).

Revised structure within grade level

2007

6-G1.2.2 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.

2019

6-G1.2.1 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.