

THE GOALS OF SOCIAL STUDIES

Introduction

Michigan’s Social Studies Content Expectations describe what students should know and be able to do in order to succeed in college, career, and civic life. In 2013, the State of Michigan began revising the content expectations and involved educators from local, ISD, university, and state-level organizations. The project was focused on updating the existing 2007 standards around the charge of “clearer, fewer, and higher” and the result of this work is presented here.

Writing teams met on a regular basis throughout the revision process and several opportunities for public review and commentary were provided. Sessions took place around the state in 2015, 2018, and again in 2019. As a result, a diverse representation of Michigan’s educators and citizens provided additional feedback, which was used to shape the final version of this document.

This document is not intended to be a state curriculum. The revised content in the standards is coupled with the Arc of Inquiry and skills delineated in the C3 Framework. In a “local control” state such as Michigan, each district can use the document as it sees fit to revise curriculum and create a foundation from which it can continue to improve instruction.

Purpose of Social Studies

The purpose of social studies is to promote the knowledge, skills, intellectual processes, and dispositions required of people to be actively engaged in fulfilling their responsibility of civic participation. As members of a culturally diverse, democratic society in an interdependent world, young people need to learn how to make informed and reasoned decisions for the public good. Social studies fosters a renewed and reinvigorated commitment to the ideal, “government of the people, by the people, and for the people,” as expressed by President Lincoln in his *Gettysburg Address*. The expectations outlined below are designed to fulfill that purpose.

Literacy in Social Studies

The digital revolution has fostered a sizable shift not only in how students acquire information, but how educators make social studies more relevant and meaningful. Teachers are welcoming into their classrooms students who have grown up in a world where multiple modes of communication and interaction are an indispensable part of everyday life. Instant communication has made distances between locations practically invisible; the pace of change is now at a staggering rate, and there is a sizable and expanding role of civic participation. As a result, students need to be equipped with a more sophisticated level of literacy than ever before — one that transcends basic technical and functional knowledge and skills.

For many, literacy means different things from a wide variety of perspectives. One constant, however, is that the notion of literacy is often associated with the mastery of the technical skills of oral and written communication, dialogue, and questioning. Today’s society demands an urgent need to move beyond content-based teaching and the application of discipline-specific skill sets (e.g., thinking like a historian, geographer, economist). Critical literacy is the next cerebral step as students move toward an approach to see and “read” themselves and the world.

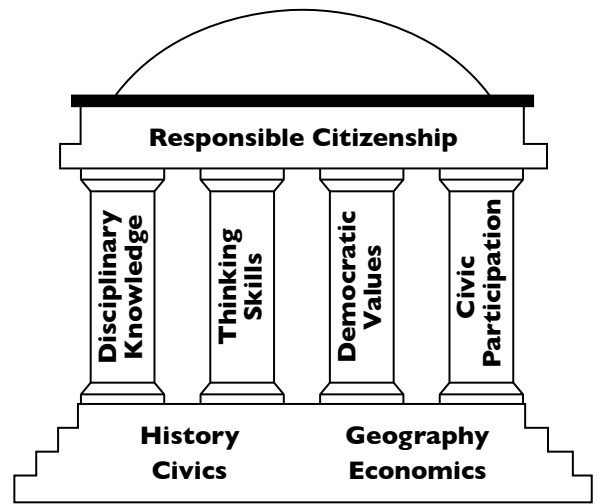
Embedded in literacy practices, critical literacy provides opportunities for students to utilize an integrated approach. Critical literacy has been defined as “learning to read and write as part of the process of becoming conscious of one’s experiences as historically constructed within specific power relations” (Anderson & Irvine, 1982). In simpler terms, critical literacy is about how students evaluate society and possess the necessary abilities and the desire to interact with the world. The combined approach of the skill sets of disciplinary literacy along with the tools of critical literacy for critical thinking empowers students with multiple perspectives and questioning habits. It encourages them to think and take informed action on their decisions through dialogue, civic participation, and their daily decisions about how to live so that they can help make their world better.

The Responsibilities of Civic Participation

Responsible citizenship requires active participation in our communities. Therefore, social studies instruction should engage students so they simultaneously learn about civic participation while being involved in the civic life of their communities, our state, and our nation. Social studies prepares students to participate in political life, to serve their communities, and to conduct themselves responsibly.

Being a responsible student in and beyond the classroom means:

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



THE C3 FRAMEWORK ARC OF INQUIRY

Dimension 1: Developing Questions and Planning Inquiries

Dimension 2: Applying Disciplinary Concepts and Tools

Dimension 3: Evaluating Sources and Using Evidence

Dimension 4: Communicating Conclusions and Taking Informed Action

C3 Provides a lens for reviewing Michigan Social Studies Content Standards

The College, Career, and Civic Life (C3) Framework

The College, Career, and Civic Life (C3) Framework was developed by more than twenty-six state agencies and social studies organizations over the course of several years. It introduces an Arc of Inquiry that a teacher may find valuable when planning social studies instruction. Inquiry, as an instructional practice, can be a powerful tool for local- or site-level curriculum planning and development, or for teachers in refining their practice.

The Guiding Principles of the C3 Framework

The following principles about high-quality social studies education guided the development of the C3 Framework.

Social studies prepares the nation's young people for college, careers, and civic life. The third "C" — representing civic life — is an essential component of preparation for the future of the United States.

It is in the K-12 social studies classrooms that the youth comprising our future will learn about civil discourse, the history of our families, schools, communities, state, nation and world, and how to be a productive member of society.

Inquiry is at the heart of social studies. It is through identification of questions and problems, studying various disciplinary lenses, learning to use and evaluate sources and evidence, and communicating possible conclusions that students can be prepared to face the challenges of the modern world.

Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. From studying questions like “Who makes up a community?” to grappling with bigger issues like “Can one person change the world?”, the acquisition of both content knowledge and skills is essential.

Social studies emphasizes skills and practices as preparation for democratic decision making. Strong content knowledge, like the standards outlined in the Michigan Social Studies Standards, is only one part of preparing students for life beyond the walls of a school. That content knowledge must be coupled with strong, foundational skills that prepare students to navigate a complex and ever-changing world.

Social studies education should have direct and explicit connections to other standards, both local and national. The Michigan Social Studies Standards outline content that can be further developed at the local level with the addition of local examples. By including portions of the C3 Framework alongside Michigan’s revised standards, districts now have a blueprint for the integration of literacy, social studies content, and other disciplines such as science, art, and the humanities.

The Critical Component: Instructional Shifts of the Frameworks

The C3 Framework represents a substantial shift in the way that social studies was most commonly taught in the past. To meet the changing needs of students in the Information Age, and to prepare them for the challenges of a dynamic world environment, the following instructional shifts are necessary:

1. Inquiry should be a primary form of instruction in all social studies classes.
2. Students (and teachers) should craft investigative questions that matter.
3. Teachers should establish a collaborative context to support student inquiry.
4. Teachers should integrate content and skills meaningfully and in a rigorous manner.
5. Teachers should help students articulate disciplinary literacy practices and outcomes (thinking, reading, writing, speaking like a historian, like a geographer, like an economist, etc.).
6. Teachers should provide, and help students develop, tangible opportunities to take informed action.

Inquiry can be a powerful tool for teaching the content outlined in Michigan’s Grade Level Content Expectations. As humans, we are naturally prone to questioning as we try to make sense of the world around us. While the C3 Framework is not assessed on state-level assessments, such as the M-STEP, it provides guidance for teachers and students on how to practice structured inquiry at the classroom level. It is set up around an instructional arc outlined below, with more information available by downloading the full document from the National Council for the Social Studies. A full copy of the C3 Framework can be found online.

Inquiry Arc

The inquiry arc highlights the structure of and rationale for the organization of the C3 Framework’s four dimensions. The arc focuses on the nature of inquiry in general and the pursuit of knowledge through questions in particular. The C3 Framework, alongside the Michigan Social Studies Content Expectations, connect with the Michigan ELA Standards.

Dimensions and Subsections

The C3 Framework is organized into the four dimensions, which support a robust social studies program rooted in inquiry.

Dimensions 2, 3, and 4 are further broken down into subsections. For example, Dimension 2, Applying

6

Disciplinary Concepts and Tools, includes four subsections, one for each of the major social studies disciplines — civics, economics, geography, and history — which include descriptions of the structure and tools of the disciplines as well as the habits of mind common in those disciplines.

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Concepts and Tools	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Compelling and Supporting Questions and Planning Inquiries	Civics Economics Geography History	Gathering and Evaluating Sources Developing Claims and Using Evidence	Communicating and Critiquing Conclusions Taking Informed Action

Unique Structure of Dimension 2

Dimension 2 has an additional layer of three to four categories within each disciplinary subsection. These categories provide an organizing mechanism for the foundational content and skills within each discipline. For example, within the subsection of economics, there are four categories: (1) Economic Decision Making; (2) Exchange and Markets; (3) The National Economy; and (4) The Global Economy.

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Spatial Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture	Perspectives
Processes, Rules, and Laws	The National Economy	Human Population: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES

MICHIGAN'S SOCIAL STUDIES STANDARDS

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

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

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. These methods in the updated standards fit well with the four dimensions of the C3 Framework.

The K-12 Social Studies GLCE was revised to meet these goals:

Increasing rigor and ensuring they were challenging enough to equip students with necessary skills to succeed at the next grade level, while still representing the essential core content of a discipline.

Providing more clarity to teachers and educational stakeholders. Standards need to be widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling.

Specific enough to provide sufficient detail for districts who are developing curricula and teachers planning instruction, while providing enough focus to delineate which facts, concepts, and skills should be emphasized at each grade level.

Moving from simple to complex, from concrete to abstract, the Michigan standards needed to clearly delineate a progression of both knowledge and skills across grade levels, with each grade level providing a brick on the road toward mastery of the high school content.

Reflecting a coherent structure of the discipline and/or revealing significant relationships among the strands, as appropriate.

Accurate enough for all Michigan students to see themselves.

UNDERSTANDING SOCIAL STUDIES GLCE CODING

In use since the 2007 standards, each social studies GLCE code is made up of four parts: the grade, the standard category, the standard, and the expectation. In grades K-4, the "standard category" is described by discipline; in grades 5 through high school, "standard category" is described by topic. As a result, K-4 expectations are organized using the standard categories, and do not use the standard codes listed in the K-12 organizational chart.

6 – E2.3.1

Grade Standard Category Standard Expectation

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

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

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

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

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

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

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

6th Grade example: 6 – G4.4.1 = Grade 6, 4th Geography Standard Category, 4th Standard, 1st Expectation

7th Grade example: 7 – W2.1.5 = Grade 7, 2nd WHG Era, 1st Standard, 5th Expectation

MICHIGAN'S PROCESS AND SKILLS STANDARDS

Michigan's Process and Skills Standards identify the inquiry, communication, evaluation, and decision-making abilities that can be developed in all disciplines and at many grade levels. Local districts and teachers integrate work on inquiry processes and communication skills throughout the curriculum in ways that best respond to the needs of the district's children.

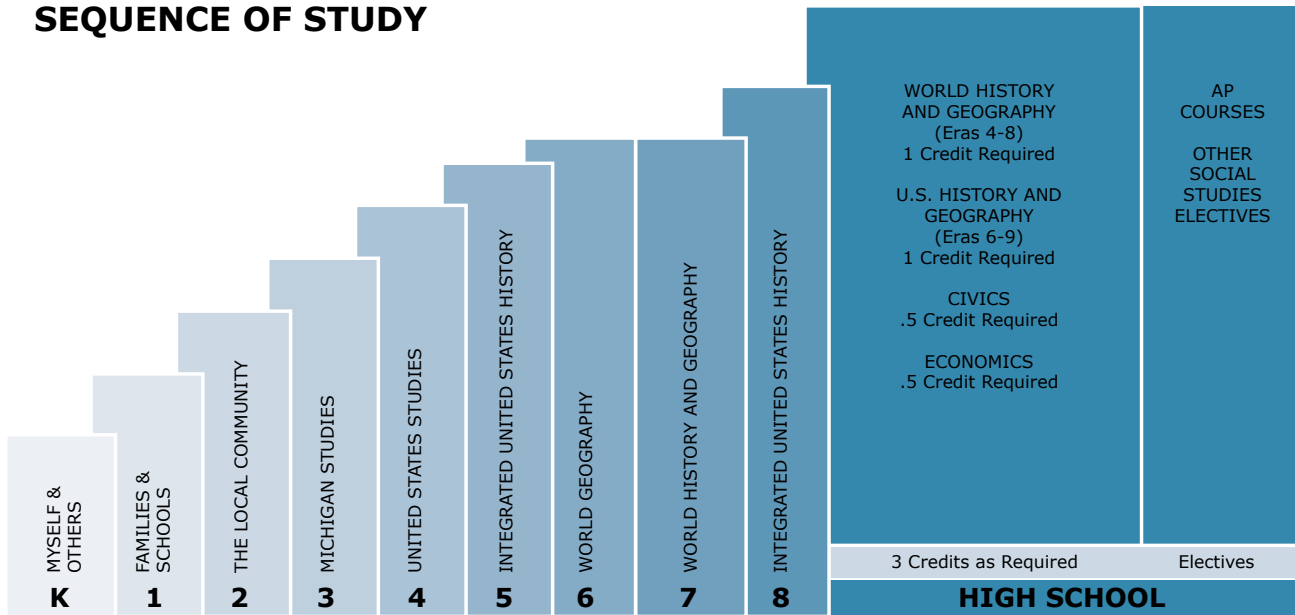
Michigan's Process and Skills Standards align well with the C3 Arc of Inquiry, as shown below:

THE C3 FRAMEWORK ARC OF INQUIRY		
Dimension 1: Develop Questions and Plan Investigations	Dimension 2: Apply Disciplinary Concepts and Tools Dimension 3: Evaluate Sources and Use Evidence	Dimension 4: Communicate Conclusions and Take Informed Action
<p>P2: Inquiry, Research, and Analysis</p> <p>P2.1 Apply methods of inquiry to investigate social scientific problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about the issue, analyze various perspectives, and generate and evaluate possible alternative solutions.</p>	<p>P1: Reading and Communication – Read and communicate effectively</p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference.</p> <p>P1.4 Express social studies ideas clearly in written, spoken, and graphic forms.</p> <p>P1.5 Present an argument supported with evidence.</p> <p>P2: Inquiry, Research, and Analysis</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p> <p>P2.3 Find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources from multiple perspectives to analyze issues.</p>	<p>P3: Public Discourse and Decision Making P4 Citizen Involvement</p> <p>P3.2 Discuss public policy issues, clarifying issues, considering opposing views, applying Democratic Values or Constitutional Principles, and refining claims.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues.</p> <p>P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.</p> <p>P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.</p>
MICHIGAN CONTENT EXPECTATIONS		

Michigan Process and Skills Standards have been changed from the 2007 standards in several ways. First, they are fewer and clearer to provide teachers with more focused guidelines. Second, Process and Skill Standards have now been included for elementary, middle school, and high school in a developmentally appropriate manner instead of just for high school. Last, they specifically include the development of compelling and supporting questions.

USING THE SOCIAL STUDIES GLCE

SEQUENCE OF STUDY



Several considerations are important as teachers use the GLCE to plan instruction.

Integrate acquisition of content (in the GLCE) with process and skill development. Development of basic skills in interpreting text, data, graphs, and maps in elementary and middle schools is important for success in high school. Development of basic citizenship and discussion skills, while never tested on state exams, is nonetheless critical for success in and out of high school.

Active social studies inquiry is essential. The Arc of Inquiry from College, Career, and Civic Life (C3) is a description of a process that helps students develop the kind of reasoned and informed decision-making skills needed for active participation in American society. Using the Arc of Inquiry begins with the development of compelling questions. Exemplars for the use of compelling questions will be included in the instructional material being developed to accompany the revised standards.

The GLCE is a content guide, not a curriculum organizer; it does not specify lessons, units, or a curriculum sequence. World Geography can be taught regionally or thematically. History can be taught past to present, or present to past. One teacher may develop a community activity at the beginning of the year to help develop a sense of purpose, and another might wait until year's end as part of a capstone project.

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of a local curriculum and resources. Specific examples included for each standard are clearly labeled underneath each standard by using the language "examples may include but are not limited to." These examples are not assessable outside of a stimulus text on state summative assessments. The focus of a state assessment question will be the language and content delineated in the content expectation itself. In the example below, the content standard is about the origins of the American education system. Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann are just four of the many examples that could be used when teaching the standard.

8 – U4.3.1 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.

THE SOCIAL STUDIES STANDARDS AND MICHIGAN LAW:

Michigan Public Act No. 170 of 2016 states:

“Beginning in the 2016-2017 school year, the board of a school district or board of directors of a public school academy shall ensure that the school district’s or public school academy’s social studies curriculum for grades 8 to 12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The legislature recommends a combined total of 6 hours of this instruction during grades 8 to 12.”

Careful attention, review, and revision work was conducted to ensure that the mandate of Public Act No. 170 of 2016 was met with the revisions to the Michigan K-12 Standards for Social Studies. The law also states that genocide instruction may take place over time, between grade levels, and across classes and disciplines. A student may read a compelling novel such as *Night* by Elie Wiesel and learn about the Holocaust in both the context of their English/Language Arts class and either their high school World History and Geography Course (HS-WHG 7.2.3, 7.2.6) or their high school United States History and Geography course (HS-US 7.2.4). A student may also study the Armenian Genocide in both courses, with complementary social studies instruction found in HS-WHG 7.2.1 and 7.2.6.

Opportunities to meet the requirement of this law exist both within the confines of the revised Michigan K-12 Standards for Social Studies and beyond the boundaries of the social studies classroom.

K-2 OVERVIEW

K-2 Grade-Specific Contexts		
Kindergarten	Myself and Others	Using a familiar context for five- and six-year-olds, kindergarteners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of "Myself and Others."
1st	Families and Schools	Students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of school and families. This is the students' first introduction to social institutions.
2nd	The Local Community	Students continue the integrative approach to social studies through the context of the local community. Students are introduced to a social environment larger than their immediate surroundings.

K-2 Social Studies Overview Chart				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
<p>Living and Working Together</p> <p>Use historical thinking to understand the past in the local community.</p>	<p>The World in Spatial Terms</p> <p>Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>Places and Regions</p> <p>Understand how regions are created from common physical and human characteristics.</p> <p>Human Systems</p> <p>Understand how human activities help shape the Earth's surface.</p> <p>Environment and Society</p> <p>Understand the effects of human-environment interactions.</p>	<p>Purposes of Government</p> <p>Explain why people create governments.</p> <p>Democratic Values and Constitutional Principles of American Government</p> <p>Understand Democratic Values and Constitutional Principles of American government.</p> <p>Structure and Function of Government</p> <p>Describe the structure of government in the United States and how it functions.</p> <p>Civic Participation</p> <p>Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.</p>	<p>Market Economy</p> <p>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p>	<p>Identifying and Analyzing Public Issues</p> <p>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>Persuasive Communication</p> <p>Communicate a reasoned position on a public issue.</p> <p>Civic Participation</p> <p>Act constructively to further the public good.</p>

THE ARC OF INQUIRY: GRADES K-2

Dimension 1: Developing Questions and Planning Inquiries Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain why the compelling question is important to students.
- identify disciplinary ideas associated with a compelling question.
- identify facts and concepts associated with a compelling question.
- make connections between supporting questions and compelling questions.
- determine the kinds of sources that will be helpful in answering compelling and supporting questions.

Dimension 2: Applying Disciplinary Concepts and Tools The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan’s state standards.

Dimension 3: Evaluating Sources and Using Evidence Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from one or two sources while using the origin and structure to guide their selection.
- evaluate a source by distinguishing between fact and opinion.

Dimension 4: Communicating Conclusions and Taking Informed Action Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct an argument with reasons.
- construct explanations using correct sequence and relevant information.
- present a summary of an argument using print, oral, and digital technologies.
- ask and answer questions about arguments.
- ask and answer questions about explanations.
- identify and explain a range of local, regional, and global problems and some ways in which people are trying to address these problems.
- identify ways to take action and help address local, regional, and global problems.
- use listening, consensus building, and voting procedures to decide on and take action in their classrooms.

Sample K-2 Compelling and Supporting Questions		
Kindergarten	How do we get along with others?	1) Why do I have rules at home and at school? 2) Why can't I have everything I want? 3) What are some fair ways to make decisions in a group? Standards connections: K – C1.0.1, K – C2.0.2, K – C5.0.1
1st	Why is it important to learn about the past?	1) What historical sources can you use to learn about family and school life in the past? 2) What conclusions can you draw about family life in the past? 3) What conclusions can you draw about school life in the past? Standards connections: 1 – H2.0.1, 1 – H2.0.2, 1 – H2.0.3, 1 – H2.0.4
2nd	How do people work together in a community?	1) How does scarcity affect people? 2) How can people make good economic choices? 3) How do people use resources to produce goods and services? 4) Why do people trade? Standards connections: 2 – E1.0.2, 2 – E1.0.3, 2 – E1.0.4, 2 – E1.0.5

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

P1.2 Differentiate between primary and secondary source documents.

P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

P1.4 Identify point of view and bias.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Use compelling and supporting questions to investigate social studies problems.

P2.2 Differentiate between compelling questions and supporting questions.

P2.3 Use supporting questions to help answer compelling social studies questions.

P2.4 Know how to find relevant evidence from a variety of sources.

P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 State an issue as a question of public policy and discuss possible solutions from different perspectives.

P3.2 Apply Democratic Values or Constitutional Principles to support a position on an issue.

P3.3 Construct an argument and justify a decision supported with evidence.

P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

P4 CIVIC PARTICIPATION

P4.1 Act out of the rule of law and hold others to the same standard.

P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

P4.3 Explain different strategies students and others could take to address problems and predict possible results.

P4.4 Use democratic procedures to make decisions on civic issues in the school or classroom.

SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO

HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate the past in their own and other communities.

H2 Living and Working Together in Communities

Use historical thinking to understand the past.

- 2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2 – H2.0.2 Examine different perspectives of the same event in a community and explain how and why they are different.
- 2 – H2.0.3 Explain how individuals and groups have made significant historical changes.
- 2 – H2.0.4 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.

- 2 – H2.0.5 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.

- 2 – H2.0.6 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.

GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people interact with their community's environment and consequences of those interactions.

G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

- 2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place.
- 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.

2 – G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.

Examples may include but are not limited to: next to, near, between, cardinal directions, comparison.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.

2 – G2.0.2 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.

G4 Human Systems

Understand how human activities help shape the earth's surface.

2 – G4.0.1 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.

2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.

2 – G4.0.3 Use components of culture to describe diversity in the local community.

Examples may include but are not limited to: foods, language, religion, traditions.

G5 Environment and Society

Understand the effects of human-environment interactions.

2 – G5.0.1 Suggest ways in which people can responsibly interact with the environment in the local community.

2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.

CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate how local government affects people living in a community.

C1 Purposes of Government

Explain why people create governments.

- 2 – C1.0.1 Explain why people form governments.
- 2 – C1.0.2 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).

C2 Democratic Values and Constitutional Principles of American Government

- 2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
- 2 – C2.0.2 Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism.

Examples may include but are not limited to: promoting unity and patriotism.

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions.

- 2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
- 2 – C3.0.2 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.

- 2 – C3.0.3 Identify services commonly provided by local governments.

Examples may include but are not limited to: police, fire departments, schools, libraries, parks.

C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

- 2 – C5.0.1 Identify ways in which people participate in community decisions.
- 2 – C5.0.2 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).

- 2 – C5.0.3 Design and participate in community improvement projects that help or inform others.

ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate economic activity in their own and other communities.

E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.
- 2 – E1.0.2 Describe how businesses in the local community meet economic wants of consumers.
- 2 – E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community.
- 2 – E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).
- 2 – E1.0.5 Utilize a decision-making process to analyze the benefits and costs of a personal decision.

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

P3.1 Identifying and Analyzing Public Issues

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

- 2 – P3.1.1 Identify public issues in the local community that influence people’s daily lives.
- 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.
- 2 – P3.1.3 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).

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- 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.

P4.2 Civic Participation

Act constructively to further the public good.

2 – P4.2.1 Develop and implement an action plan to address or inform others about a community issue.

2 – P4.2.2 Participate in projects to help or inform others.

THE MICHIGAN K-12 SOCIAL STUDIES STANDARDS

WRITERS/REVIEWERS

CHAIRMAN: Mr. Jim Cameron, Consultant, Michigan Department of Education

MEMBERS:

Dr. Gordon Andrews, Michigan Council for History Education
Grand Valley State University

Ms. Carol Bacak-Egbo, Consultant
Waterford School District

Ms. Rebecca Bush, Social Studies Consultant, Instructional Services, Ottawa Area ISD

Mr. Derek D'Angelo, President & Chief Academic Officer
Michigan Council on Economic Education

Mr. David Hales, S.S. Consultant
Wayne RESA

Mr. Tom Hinken, Social Studies Consultant, Muskegon Area Intermediate School District.

Mr. David A. Johnson, Instructional Consultant Social Studies and Special Projects
Wexford-Missaukee ISD and Northern Michigan Learning Consortium

Mr. David Klemm, Social Studies & Special Projects Consultant
Muskegon Area ISD

Mr. Scott Koenig, Social Studies Consultant, Office of Standards and Assessment, Michigan Department of Education

Dr. Michael Libbee, Michigan Geographic Alliance Director
Central Michigan University

Mr. Stan Masters, Coordinator of Instructional Data Services
Lenawee ISD

Dr. Tamara Shreiner, Michigan Council for History Education, Grand Valley State University

Mr. Roy Sovis, Instruction Coordinator, Erwin L. Davis Education Center, Genesee ISD

Ms. Linda Start, Executive Director, Retired
Michigan Center for Civic Education

Ms. Ellen Zwarenstejn, Executive Director
Michigan Center for Civic Education

2015 FOCUS GROUP MEMBERS

Mr. Ken Bradstreet, Government Affairs Consultant
Wolverine Power Cooperative

Ms. Isra El-beshir, Education & Public Programming Curator
Arab American National Museum

Mr. Chad Folkersma, Teacher
Sault Area High School & Career Center

Ms. Tina Frazier, Teacher
Edison Elementary School

Ms. Cindy Gilsenan, American History Teacher, Lakeview High School

Mr. Marius Guseth, Teacher
Old Redford Academy Prep. High School

Ms. Elspeth Inglis, Assistant Director for Educational Services
Kalamazoo Valley Museum

Mr. David Kallman, Attorney
Kallman Legal Group

Ms. Erin Mersino
Thomas More Law Center

Mr. Ron Miller, Principal
St. Clair High School

Ms. Melissa Montoya, Interim Education Director,
Saginaw Chippewa Indian Tribe

Mr. James Muffett
Student Statesmanship Institute and Citizens for Traditional Values

Ms. Donna Odom, Executive Director
The Southwest Michigan Black Heritage Society

Mr. Andrew Sias, World History Teacher, Kingsley Middle School

Mr. Todd Simmons, Principal
Pewamo-Westphalia Middle/High School

Mr. Lincoln Stocks, President
East Detroit Federation of Teachers

Dr. Joseph Stoltman, Professor
Department of Geography,
Western Michigan University

Ms. Chasity Sutton
Eastern Upper Peninsula ISD

Dr. Karen Thomas-Brown,
Social Studies Associate Professor
School of Education, University of Michigan - Dearborn

Mr. Michael Warren, Oakland Circuit Court Judge, General Civil/Criminal Division, Oakland County Courthouse, Court Room 5B

Senator Patrick Colbeck
Michigan Senate District 7

2018 TASK FORCE MEMBERS

K-4 Task Force:

Chairs: Carol Egbo, Stan Masters

Robin Barney-Lees, Retired Social Studies Teacher

Amy Bradfield, Education Program Manager, Historical Society of Michigan

Angeline Brown, Teacher, Gaylord Community Schools

Jannan Cotto, Michigan Tribal Education Directors

Frank Hamet, School Board Member, Flatrock Community Schools

Kathryn Holmes-Gonzales, Instructional Coach, Saginaw Public Schools

Jill Larkins, School Administrator, Hamtramck Public Schools

Zemen Marrugi, Teacher – Instructional Coach, Flagship Academy and Warrendale Academy

Brett Meteyer, Parent

Shelika Tate, Western Michigan University, Cooley Law School

Amanda Weinert, Curriculum Specialist, Little Traverse Bay Band of Odawa Indians

Susan Welch, Teacher, Fenton Area Public Schools

Annie Whitlock, Professor, University of Michigan, Flint

U.S. History Task Force:

Chairs: Rebecca Bush, David A. Johnson

Mike Donovan, Teacher, Godfrey Lee Public Schools

Eric Hemenway, Little Traverse Bay Band of Odawa Indians

Tamika Henry, Principal, Allendale Public Schools

Andrew Irons, Student

Allyson Klak, Teacher, Shepherd Public Schools

Cormac Lynn, Superintendent, Nouvel Catholic Central Schools, Saginaw

Richard Matrella, Teacher, Bessemer Schools

Sean O'Neill, Professor, Grand Valley State University

Shelia Richardson, Parent

Spencer Richardson, Student

Evan Rokicki, Teacher, Troy Public Schools

Carrie Rowan, Retired Teacher

Adam Spina, Superintendent, Williamston Schools

Erika Sponsler, Teacher, Western School District

Dustin Webb, Teacher, Lake City Area Schools

World History And Geography Task Force:

Chairs: Dr. Michael Libbee, Dr. Tamara Shreiner

Dr. Jared Aumen, Teacher, Scarlett Middle School

Robert Behnke, Superintendent, Adrian Public Schools

Cindy Bloom, Teacher, Comstock Middle School

Robin Bott, Teacher, Northeast Middle School

Alaina Brown, Teacher, Novi Public Schools

Lisa Childers, Teacher, Fraser Public Schools

David Copedge, NAACP

Brandon Crimmins, Student

Dr. Dave Eaton, Professor, Grand Valley State University

Anthony Francis, Oakland University

Maria Gonzalez, Teacher, Holy Family School

Matthew Grandstaff, Teacher, Ovid-Elsie Public Schools

Emma Haygood, Curriculum Coach, Berrien Springs Public Schools

Heather Hopkins, Teacher, Sault Area Middle School

Jennifer Jacobs, Teacher, Detroit Innovation Academy

Alicia Kubacki, Instructional Consultant, BA-ISD Instructional Consultant for SS

Sean McBrady, Social Studies

Consultant, Macomb ISD

Ed McGovern, Teacher, Wayne-Westland Community Schools

Judy Pamp, Assistant Director and Educational Director, Zibiwing Center

Pudmaja Rao, South Asian American Voices for Impact

Dr. Joe Stoltman, Professor, Western Michigan University

Ben Washburn, Principal, Detroit Civil Service Commission, Parent

High School Civics Task Force:

Chairs: Tom Hinken, Ellen Zwarenstejn

Hillary Baker, School Administrator, Allegan Public Schools

Thomas Berriman, School Administrator, Alpena Public Schools

Rachel Clark, State of Michigan

Jennifer Crotty, Teacher, Fitzgerald Public Schools

Allison Echlin, Teacher / Parent, Northville Public Schools

Barbara Gazda, Teacher, Hartland High School

David Harris, Retired Professor, University of Michigan

Adam Horos, Teacher, East Grand Rapids Public Schools

Roland Hwang, School Board Member, Northville Public Schools

David A. Johnson, Retired Educator / Pre-service teacher Educator

Sam Jones-Darling, Student, Eastern Michigan University

Cortney Kosmala Jackson, Teacher, Cesar Chavez Academy High School

Sam Lowry, Student, Black River Public Schools

Sara Luther, Teacher, West Ottawa Public Schools

Lacey O'Donnell Teacher, Calumet Public Schools

Maggie Parrish, Teacher, Comstock Park Public Schools

Eric Walcott, Community Member, Michigan State University Extension Specialist

Michael Warren, Oakland Judge / Parent

High School Economics Task Force:

Chairs: Derek D'Angelo, David Hales, Roy Sovis

Chanda Aves, Teacher, Ionia Public Schools

Seth Baker, Teacher, Brimley Area Schools

John Damoose, Student

Margo Damoose, Parent

David Dieterle, Walsh College

Kathryn Gustafson, Teacher, Farmington Public Schools

Rania Hammoud, Administrator, Plymouth Canton Community Schools

Rita Lockridge, Retired Social Studies Teacher, Detroit Public Schools

Miranda Maclean, Teacher, Cheboygan Public Schools

Shayma Mustafa, Professor, Wayne State University

Chris Norton, Teacher, Chandler Park Academy

Tracy Ripley, Teacher, New Buffalo Area Schools

Grace Tesfae, Teacher, Cesar Chavez Academy

Marsha Turner, ELA Consultant, Ionia Public Schools

Bias Review Task Force:

Chairs: Melissa Kieswetter, Marsha Lewis

Asim Alavi

Joshua Archer, High School Student

Francisca Garcia

Rania Hammoud, Curriculum Coordinator

Melissa Isaac, Teacher

Angela Justice, Teacher

Calvin Kennebrew, Jr.

Guillermo Martinez

Pamela McGhee, Teacher

Mursalata Muhammad, College Professor

Charles Penn, Teacher

Destine Price, College Student

Padmaja Rao

Karen Twomey

Pavan Vangipuram

Mavis Weddington

LaDonna White, Teacher



Michigan State Board of Education

Dr. Casandra E. Ulbrich
President
Rochester Hills

Dr. Pamela Pugh
Vice President
Saginaw

Michelle Fecteau
Secretary
Detroit

Tiffany Tilley
NASBE Delegate
Southfield

Tom McMillin
Treasurer
Oakland Township

Dr. Judith Pritchett
Washington Township

Lupe Ramos-Montigny
Grand Rapids

Nikki Snyder
Dexter

Gov. Gretchen Whitmer
Ex Officio

Dr. Michael F. Rice, Ph.D.
State Superintendent of Public Instruction

MDE Staff

Venessa A. Keesler, Ph.D.
Deputy Superintendent, Educator,
Student, and School Supports

Paula Daniels, Ed.D.
Director
Office of Educational Supports

Michigan Department of Education
Office of Educational Supports
p: (517) 241-3147
website: www.michigan.gov/mde