Michigan K-12 Standards
Social Studies
2nd Grade
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 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
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
- Developing Compelling and Supporting Questions and Planning Inquiries

### Dimension 2: Applying Disciplinary Concepts and Tools
- Civics
- Economics
- Geography
- History

### Dimension 3: Evaluating Sources and Using Evidence
- Gathering and Evaluating Sources
- Developing Claims and Using Evidence

### Dimension 4: Communicating Conclusions and Taking Informed Action
- 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.

<table>
<thead>
<tr>
<th>CIVICS</th>
<th>ECONOMICS</th>
<th>GEOGRAPHY</th>
<th>HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic and Political Institutions</td>
<td>Economic Decision Making</td>
<td>Geographic Representations: Spatial Views of the World</td>
<td>Change, Continuity, and Context</td>
</tr>
<tr>
<td>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</td>
<td>Exchange and Markets</td>
<td>Human-Environment Interaction: Place, Regions, and Culture</td>
<td>Perspectives</td>
</tr>
<tr>
<td>Processes, Rules, and Laws</td>
<td>The National Economy</td>
<td>Human Population: Spatial Patterns and Movements</td>
<td>Historical Sources and Evidence</td>
</tr>
<tr>
<td></td>
<td>The Global Economy</td>
<td>Global Interconnections: Changing Spatial Patterns</td>
<td>Causation and Argumentation</td>
</tr>
</tbody>
</table>
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 – E 2 . 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.
**Michigan K-12 Social Studies Standards**

**THE C3 FRAMEWORK ARC OF INQUIRY**

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

**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.
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 Grade-Specific Contexts

<table>
<thead>
<tr>
<th>Grade</th>
<th>Context</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Myself and Others</td>
<td>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.”</td>
</tr>
<tr>
<td>1st</td>
<td>Families and Schools</td>
<td>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.</td>
</tr>
<tr>
<td>2nd</td>
<td>The Local Community</td>
<td>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.</td>
</tr>
</tbody>
</table>

## K-2 Social Studies Overview Chart

<table>
<thead>
<tr>
<th>History</th>
<th>Geography</th>
<th>Civics and Government</th>
<th>Economics</th>
<th>Public Discourse, Decision Making, and Citizen Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use historical thinking to understand the past in the local community.</td>
<td>Use geographic representations to acquire, process, and report information from a spatial perspective.</td>
<td>Explain why people create governments.</td>
<td>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</td>
<td>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</td>
</tr>
<tr>
<td><strong>Human Systems</strong></td>
<td><strong>Structure and Function of Government</strong></td>
<td><strong>Structure and Function of Government</strong></td>
<td><strong>Structure and Function of Government</strong></td>
<td><strong>Structure and Function of Government</strong></td>
</tr>
<tr>
<td>Understand how human activities help shape the Earth’s surface.</td>
<td>Describe the structure of government in the United States and how it functions.</td>
<td>Describe the structure of government in the United States and how it functions.</td>
<td>Describe the structure of government in the United States and how it functions.</td>
<td>Describe the structure of government in the United States and how it functions.</td>
</tr>
<tr>
<td><strong>Environment and Society</strong></td>
<td><strong>Civic Participation</strong></td>
<td><strong>Civic Participation</strong></td>
<td><strong>Civic Participation</strong></td>
<td><strong>Civic Participation</strong></td>
</tr>
<tr>
<td>Understand the effects of human-environment interactions.</td>
<td>Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.</td>
<td>Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.</td>
<td>Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.</td>
<td>Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.</td>
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</tbody>
</table>

- **Persuasive Communication:** Communicate a reasoned position on a public issue.
- **Civic Participation:** Act constructively to further the public good.
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>How do we get along with others?</th>
<th>How important is it to learn about the past?</th>
<th>How do people work together in a community?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>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? <strong>Standards connections:</strong> K – C1.0.1, K – C2.0.2, K – C5.0.1</td>
<td>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? <strong>Standards connections:</strong> 1 – H2.0.1, 1 – H2.0.2, 1 – H2.0.3, 1 – H2.0.4</td>
<td>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? <strong>Standards connections:</strong> 2 – E1.0.2, 2 – E1.0.3, 2 – E1.0.4, 2 – E1.0.5</td>
</tr>
</tbody>
</table>
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.
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.
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