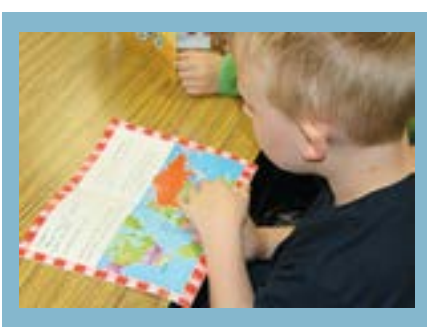


RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR  
• RELEVANCE • RELATIONSHIPS • RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR • RE  
RELATIONSHIPS • RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR • RELEVANCE • RIG  
• RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR • RELEVANCE • RELATIONSHIPS • RIG  
RELEVANCE • RELATIONSHIPS • RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR • RELE



# Michigan K-12 Standards

# Social Studies

# 4th 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.

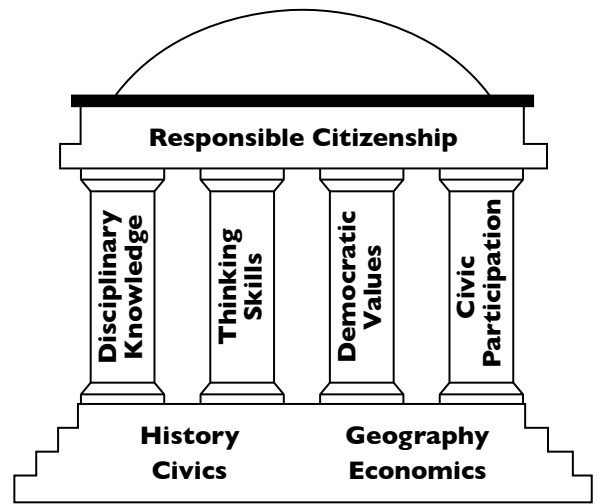
Embedded in literacy practices, critical literacy provides opportunities for students to utilize an integrated approach. Critical literacy has been defined as “learning to read and write as part of the process of becoming conscious of one’s experiences as historically constructed within specific power 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 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.

<b>Dimension 1: Developing Questions and Planning Inquiries</b>	<b>Dimension 2: Applying Disciplinary Concepts and Tools</b>	<b>Dimension 3: Evaluating Sources and Using Evidence</b>	<b>Dimension 4: Communicating Conclusions and Taking Informed Action</b>
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.

<b>CIVICS</b>	<b>ECONOMICS</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>
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.

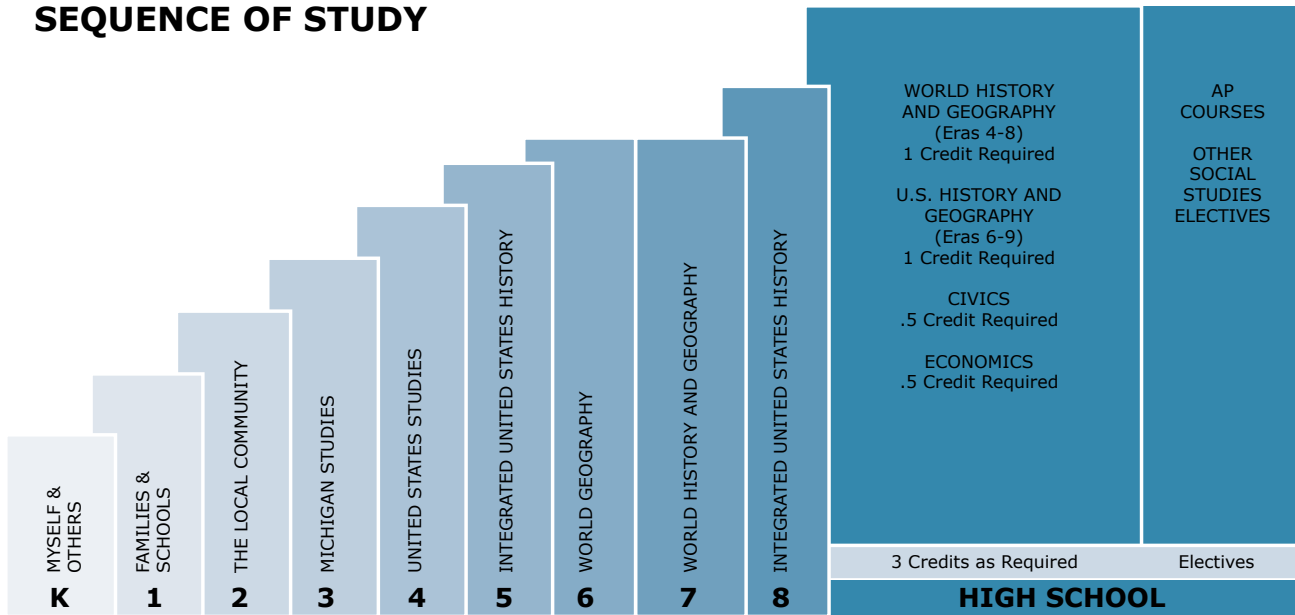
Michigan's Process and Skills Standards align well with the C3 Arc of Inquiry, as shown below:

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><b>P2: Inquiry, Research, and Analysis</b></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><b>P1: Reading and Communication – Read and communicate effectively</b></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><b>P2: Inquiry, Research, and Analysis</b></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><b>P3: Public Discourse and Decision Making</b> <b>P4 Citizen Involvement</b></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.

## 3RD-5TH GRADE OVERVIEW

3rd-5th Grade-Specific Contexts		
3rd	Michigan Studies	Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies.
4th	U.S. Studies	Using the context of the state of Michigan post statehood and the United States, 4th grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics organized by topic, region, or issue.
5th	Integrated U.S. History	Building upon the geography, civics and government, and economics concepts of the United States mastered in 4th grade and historical inquiry from earlier grades, the 5th grade expectations begin a more discipline-centered approach concentrating on the early history of the United States. Students begin their study of American history with Indigenous Peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students' understanding of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

### 3rd-4th Grade Social Studies Overview Chart

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

### 5th Grade Integrated U.S. History Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Civic Participation
<p><b>U1 USHG Era 1</b> Beginnings to 1620</p> <p><b>U2 USHG Era 2</b> Colonization and Settlement</p> <p><b>U3 USHG Era 3</b> Revolution and the New Nation</p>	<p><b>G Geographic Perspective</b></p> <ul style="list-style-type: none"> <li>• The World in Spatial Terms</li> <li>• Places and Regions</li> <li>• Physical Systems</li> <li>• Human Systems</li> <li>• Environment and Society</li> </ul>	<p><b>C Civic Perspective</b></p> <ul style="list-style-type: none"> <li>• Purposes of Government</li> <li>• Roles and Functions of Government</li> <li>• Democratic Values and Constitutional Principles in American Democracy</li> <li>• Civic Participation</li> </ul>	<p><b>E Economic Perspective</b></p> <ul style="list-style-type: none"> <li>• Individual, Business, and Government Choices</li> <li>• Economic Systems</li> </ul>	<p><b>P Public Discourse, Decision Making, and Civic Participation</b></p> <ul style="list-style-type: none"> <li>• Identifying and Analyzing Public Issues</li> <li>• Persuasive Communication</li> <li>• Civic Participation</li> </ul>

## THE ARC OF INQUIRY: GRADES 3-5

**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 compelling questions are important to others (e.g., peers, adults).
- identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
- explain how supporting questions help answer compelling questions in an inquiry.
- determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the 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 multiple sources while using the origin, structure, and context to guide the selection.
- use distinctions among fact and opinion to determine the credibility of multiple sources.
- identify evidence that draws information from multiple sources in response to compelling questions.
- use evidence to develop claims in response to compelling questions.

**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 arguments using claims and evidence from multiple sources.
- construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique arguments.
- critique explanations.
- draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions; use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
- use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

**Sample 3rd-5th Grade Compelling and Supporting Questions**

3rd	What makes Michigan special?	<p>1) How is the geography of Michigan similar to or different from the geography of other states?</p> <p>2) How is the geography different in different places in Michigan?</p> <p>3) How does Michigan’s location in North America influence its resources?</p> <p><b>Standards Connection:</b> 3 – G2.0.1, 3 – G2.0.2, 3 – G4.0.1, 3 – G4.0.2, 3 – G4.0.3, 3 – G4.0.4</p>
4th	How does the U.S. economy work?	<p>1) What are the characteristics of a market economy?</p> <p>2) How does a market economy work?</p> <p>3) How does specialization and division of labor increase productivity?</p> <p>4) How is the U.S. economy impacted by global competition?</p> <p><b>Standards Connection:</b> 3 – E1.0.1, 3 – E1.0.2, 3 – E1.0.3, 3 – E1.0.4, 3 – E1.0.5, 3 – E1.0.6, 3 – E1.0.7, 3 – E1.0.8, 3 – E2.0.1</p>
5th	Does geography determine destiny?	<p>1) What conditions and connections determine the fate of a settlement?</p> <p>2) How did Europeans benefit from the Triangular Trade and what impact did it have on the lives of West Africans?</p> <p>3) How and why did different colonial regions develop differently?</p> <p><b>Standards Connection:</b> 5 – U2.1.1, 5 – U2.1.2, 5 – U2.1.3, 5 – U2.1.4</p>

## SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5

### **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 post-statehood Michigan history.

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

Use historical thinking to understand the past.

4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities from statehood to present.

**Examples of questions may include but are not limited to:** What happened? When did it happen? Who was involved? How and why did it happen? How does it relate to other events or issues in the past, in the present, or in the future? What is its significance?

**Examples of economic activities may include but are not limited to:** agriculture, mining, manufacturing, lumbering, tourism, technology, and research.

4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.

4 – H3.0.3 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.

4 – H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.

4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.

4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.

**Examples may include but are not limited to:** stories, photos, artifacts, oral history, letters.

4 – H3.0.7 Describe past and current threats to Michigan’s natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources.

**Examples may include but are not limited to:** the Flint water crisis, invasive species, loss of sturgeon and wild rice.

## GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

### G1 The World in Spatial Terms

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

4 – G1.0.1 Identify questions geographers ask in examining the United States.

**Examples may include but are not limited to:** Where is it? What is it like there? How is it connected to other places?

4 – G1.0.2 Identify and describe the characteristics and purposes of a variety of technological geographic tools.

**Examples of purposes may include but are not limited to:** measure distance, determine relative or absolute location, classify a region.

**Examples of tools and technologies may include but are not limited to:** globe, map, Geographic Information Systems (GIS), satellite image.

4 – G1.0.3 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

4 – G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States.

4 – G1.0.5 Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.

### G2 Places and Regions

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

4 – G2.0.1 Describe ways in which the United States can be divided into different regions.

**Examples may include but are not limited to:** political regions, land-use regions, land-form regions, vegetation regions.

4 – G2.0.2 Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.

## G4 Human Systems

Understand how human activities help shape the Earth’s surface.

4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.

**Examples may include but are not limited to:** forms of shelter, language, food.

4 – G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.

**Examples may include but are not limited to:** movement of fossil fuels, clothing, retirees, refugees, migrant farm workers, and manufacturing jobs into and within the United States.

## G5 Environment and Society

Understand the effects of human-environment interactions.

4 – G5.0.1 Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.

## CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan’s government, and rights and responsibilities of citizenship.

### C1 Purposes of Government

Explain why people create governments.

4 – C1.0.1 Identify questions political scientists ask in examining the United States.

**Examples may include but are not limited to:** What does government do? What are the basic values and principles of American democracy? What are the roles of the citizen in American democracy?

4 – C1.0.2 Describe the purposes of government as identified in the Preamble of the Constitution.



## C2 Democratic Values and Constitutional Principles of American Government

4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

**Examples may include but are not limited to:** individual rights (e.g., freedom of religion, freedom of expression, and freedom of press).

4 – C2.0.2 Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations.

**Examples of rights may include but are not limited to:** voting, freedom of religion, freedom of expression, and freedom of press.

**Examples of values may include but are not limited to:** common good, equality, individual rights, justice (fairness), right to alter laws.

## C3 Structure and Functions of Government

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

4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government.

**Examples may include but are not limited to:** election of public officers, separation of powers, checks and balances, Bill of Rights.

4 – C3.0.2 Give examples of powers exercised by the federal government, tribal governments and state governments.

**Examples for federal government may include but are not limited to:** coining of money, declaring war.

**Examples for tribal governments may include but are not limited to:** issuing hunting, gathering, and fishing licenses, issuing tribal identification cards.

**Examples for state governments may include but are not limited to:** issuing driver's licenses, issuing marriage licenses.

4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

4 – C3.0.4 Describe how the powers of the federal government are separated among the branches.

4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government.

**Examples may include but are not limited to:** presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments.

4 – C3.0.6 Describe how the President, members of the Congress, Supreme Court Justices are elected or appointed.

**Examples may include but are not limited to:** elections versus appointments.

4 – C3.0.7 Explain how the federal government uses taxes and spending to serve the purposes of government.

## C5 Civic Participation

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

4 – C5.0.1 Explain the responsibilities of members of American society.

**Examples may include but are not limited to:** initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror.

4 – C5.0.2 Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.

4 – C5.0.3 Describe ways in which people can work together to promote the values and principles of American democracy.

## ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

### E1 Market Economy

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

4 – E1.01 Identify a good or service produced in the United States and apply the three economic questions all economies must address.

**Examples may include but are not limited to:** What goods and services will be produced? How will these goods and services be produced? Who will consume the goods and services?

4 – E1.0.2 Describe characteristics of a market economy.

**Examples may include but are not limited to:** private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization.

4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.

**Examples of positive incentives may include but are not limited to:** responding to a sale, saving money, earning money.

**Examples of negative incentives may include but are not limited to:** library fines.

4 – E1.0.4 Explain how price affects decisions about purchasing goods and services.

**Examples may include but are not limited to:** substitute goods, complementary goods.

4 – E1.0.5 Explain how specialization and division of labor increase productivity.

**Examples may include but are not limited to:** assembly lines.

4 – E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.

**Examples may include but are not limited to:** supply, demand.

4 – E1.0.7 Describe the role of money in the exchange of goods and services.

**Examples may include but are not limited to:** people earn income and use the income to purchase goods and services.

4 – E1.0.8 List goods and services governments provide in a market economy and explain how these goods and services are funded.

**Examples of goods and services may include but are not limited to:** libraries, roads, parks, the Mackinac Bridge.

**Examples of funding may include but are not limited to:** taxes, tolls, fees.

## E2 National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

4 – E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment.

**Examples may include but are not limited to:** changing demand for natural resources, changes in technology, changes in competition.

## E3 International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

4 – E3.0.1 Identify advantages and disadvantages of global competition.

## 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.

4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.

4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.

4 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the United States.

**Examples may include but are not limited to:** common good, equality, individual rights, justice (fairness).

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

Communicate a reasoned position on a public issue.

4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

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

Act constructively to further the public good.

4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

4 – 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](http://www.michigan.gov/mde)