



# 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.

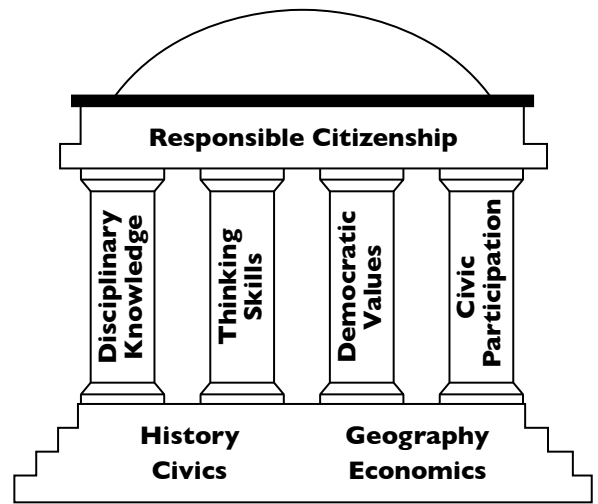
Embedded in literacy practices, critical literacy provides opportunities for students to utilize an integrated approach. Critical literacy has been defined as “learning to read and write as part of the process of becoming conscious of one’s experiences as historically constructed within specific power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

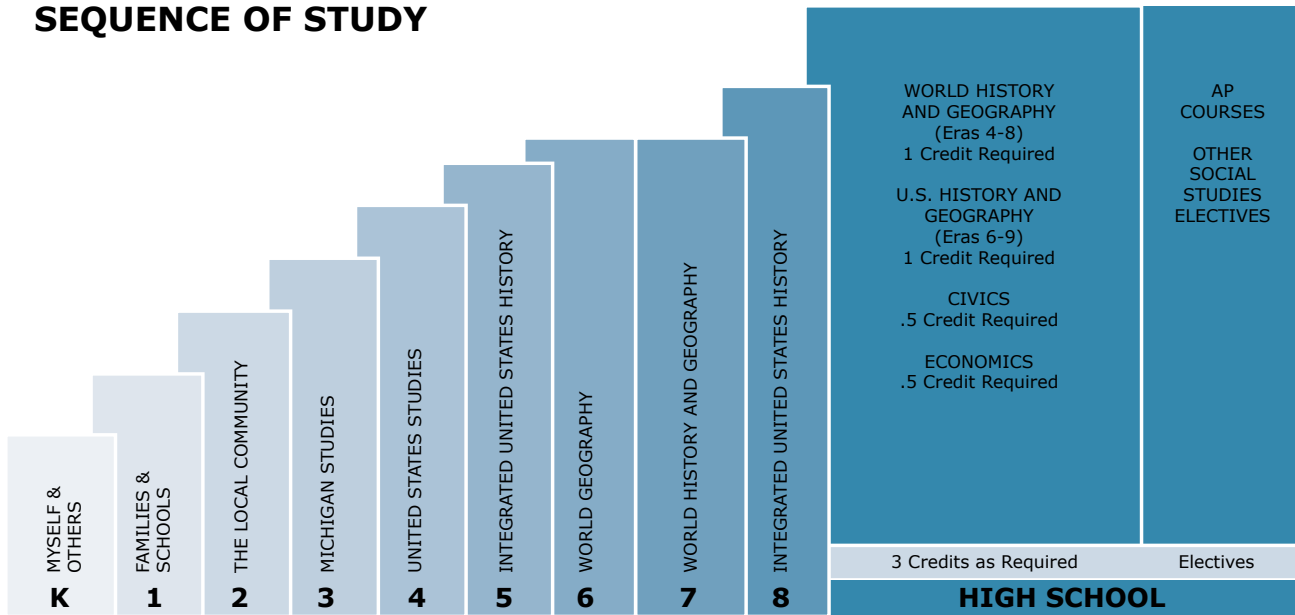
Michigan's Process and Skills Standards align well with the C3 Arc of Inquiry, as shown below:

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.

## 6TH-8TH GRADE OVERVIEW

### 6th-8th Grade Social Studies Overview Chart

Grade 6 World Geography	Grade 7 World History and Geography	Grade 8 Integrated U.S. History
Grade Level Focus	Grade Level Focus	Grade Level Focus
<p><b>GEOGRAPHY</b>            G1 The World in Spatial Terms            G2 Places and Regions            G3 Physical Systems            G4 Human Systems            G5 Environment and Society            G6 Global Issues</p> <p><b>CIVICS AND GOVERNMENT</b>            C1 Purposes of Government            C3 Structure and Functions of Government            C4 Relationship of the United States to Other Nations and World Affairs</p> <p><b>ECONOMICS</b>            E1 The Market Economy            E2 The National Economy            E3 International Economy</p> <p><b>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>	<p><b>HISTORY</b></p> <p>H1 The World in Temporal Terms</p> <p>W1 WHG Era 1 The Beginnings of Human Society</p> <p>W2 WHG Era 2 Early Civilizations and the Emergence of Pastoral Peoples</p> <p>W3 WHG Era 3 Classical Traditions, World Religions, and Major Empires</p> <p>W4 WHG Era 4 Case Studies from Three Continents</p> <p><b>EMBEDDED IN THE CONTEXT OF HISTORY:</b></p> <p><b>GEOGRAPHY</b>            G1 The World in Spatial Terms            G4 Human Systems            G5 Environment and Society            G6 Global Issues</p> <p><b>PUBLIC DISCOURSE 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>	<p><b>THEMATIC ANALYSIS OF U.S. HISTORY ERAS 1-5</b></p> <p>U1 USHG Era 1 Beginnings to 1620</p> <p>U2 USHG Era 2 Colonization and Settlement 1585-1763</p> <p>U3 USHG Era 3 Revolution and the New Nation 1754-1800</p> <p>U4 USHG Era 4 Expansion and Reform 1792-1861</p> <p>U5 USHG Era 5 Civil War and Reconstruction 1850-1877</p> <p><b>EMBEDDED IN THE CONTEXT OF HISTORY:</b></p> <p>G Geographic Perspective</p> <ul style="list-style-type: none"> <li>• The World in Spatial Terms</li> <li>• Places and Regions</li> <li>• Human Systems</li> <li>• Physical Systems</li> <li>• Environment and Society</li> </ul> <p>C Civic Perspective</p> <ul style="list-style-type: none"> <li>• Conceptual Foundations</li> <li>• Role and Functions of Government</li> <li>• Purposes of Government</li> <li>• Values and Principles of American Democracy</li> <li>• Role of the Citizen in American Democracy</li> </ul> <p>E Economic Perspective</p> <ul style="list-style-type: none"> <li>• Individual, Business, and Government Choices</li> <li>• Competitive Markets</li> <li>• Prices, Supply, and Demand</li> <li>• Role of Government</li> <li>• Economic Interdependence</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 6-8

**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 (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, 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 that 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 a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

**SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8****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 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.

P1.4 Present an argument supported with evidence.

**P2 INQUIRY, RESEARCH, AND ANALYSIS**

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

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.

P2.3 Know how to find, organize, and interpret information from a variety of sources.

P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.

**P3 PUBLIC DISCOURSE AND DECISION MAKING**

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.

P3.3 Construct arguments expressing and justifying decisions on public policy issues 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 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.

## WORLD GEOGRAPHY: GRADE 6

Sixth-grade students will explore the tools and mental constructs used by geographers as they study contemporary world geography. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct an investigation of a global issue. Using knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future, including a persuasive essay.

### GEOGRAPHY

- G1 The World in Spatial Terms: Geographical Habits of Mind (Foundational for Grade 7)
  - 1.1 Spatial Thinking
  - 1.2 Geographical Inquiry and Analysis
  - 1.3 Geographical Understanding
- G2 Places and Regions
  - 2.1 Physical Characteristics of Place
  - 2.2 Human Characteristics of Place
- G3 Physical Systems
  - 3.1 Physical Processes
  - 3.2 Ecosystems
- G4 Human Systems
  - 4.1 Cultural Mosaic
  - 4.2 Technology Patterns and Networks
  - 4.3 Patterns of Human Settlement
  - 4.4 Forces of Cooperation and Conflict
- G5 Environment and Society
  - 5.1 Humans and the Environment
  - 5.2 Physical and Human Systems
- G6 Global Issues
  - 6.1 Global Topic Investigation and Issue Analysis

### CIVICS AND GOVERNMENT

- C1 Purposes of Government
  - 1.1 Nature of Civic Life, Politics, and Government
- C3 Structure and Functions of Government
  - 3.6 Characteristics of Nation-States
- C4 Relationship of United States to Other Nations and World Affairs
  - 4.3 Conflict and Cooperation Between and Among Nations

### ECONOMICS

- E1 The Market Economy
  - 1.1 Individual, Business, and Government Choices
- E2 The National Economy
  - 2.3 Role of Government
- E3 The International Economy
  - 3.1 Economic Systems
  - 3.3 Economic Interdependence

### PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION

#### Sample World Geography Compelling and Supporting Question

6th	How do diffusion, trade, and migration affect people in different places?	1) How have cultural ideas diffused among different places? 2) Why do people engage in trade? 3) Why do people migrate among different countries? <b>Standards Connection:</b> 6 – G1.2.3, 6 – G1.3.1, 6 – G2.2.1, 6 – G2.2.2, 6 – G4.1.1, 6 – G4.1.3, 6 – G4.1.4, 6 – G4.2.1, 6 – G4.3.3, 6 – G4.4.1
-----	---	--

**GEOGRAPHY****G1 THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND**

The use of technology has dramatically enhanced the ability of teachers and students to see the world in different ways. Geo-spatial technology includes geographic information systems (GIS), remote sensing, and global positioning systems (GPS), and the ability to look at places all around the world has allowed students to do geography, not just learn it.

Learning how to use technology is only part of learning to think spatially. Geographically literate people: know about our complex interconnected world; understand science and social science concepts; use maps, data and geo-spatial technologies; and use spatial reasoning. Spatial reasoning involves the following: looking at patterns; analyzing connections between places; understanding how the conditions at one place can be similar or very different from another; trying to understand how location is important; and seeing why some characteristics tend to occur together in places.

Geographers also look at the world with an ecological perspective. What are the relationships within ecosystems, and what role do humans have in using, modifying, and adapting to different environments from a local to global scale?

**G1.1 Spatial Thinking**

Use maps and other geographic tools to acquire and process information from a spatial perspective.

6 – G1.1.1 Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales.

**Examples may include but are not limited to:** looking for the significance of location, making comparisons among places and regions, identifying spatial patterns and comparing patterns, exploring how places and people are connected as well as how people are part of, use, and impact the environment. Spatial analysis can also involve looking at an issue at different scales in order to provide different insights.

6 – G1.1.2 Draw a sketch map, or add information to an outline map, of the world or a world region.

**Examples may include but are not limited to:** locate the following on a world map: the United States, North and South America, Africa, Europe, and Asia; continents; oceans; and latitude lines — equator, Prime Meridian, tropics of Cancer and Capricorn, Arctic and Antarctic circles using Geographic Information Systems (GIS), drawing, or web-based programs.



## G1.2 Geographical Inquiry and Analysis

Use skills of geographic inquiry and analysis to answer important questions about relationships between people, their cultures, and their environments, in their communities and within the larger world context. Students use information to make reasoned judgments based on the authenticity of the information, critically analyze the information, and present the results.

6 – G1.2.1 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.

6 – G1.2.2 Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.

**Examples may include but are not limited to:** different countries may label disputed territories differently, remote sensing images provide information not visible to humans.

6 – G1.2.3 Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.

6 – G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.

**Examples may include but are not limited to:** pictures, aerial photos, and remote sensing images.

6 – G1.2.5 Locate and use information from GIS and satellite remote sensing to answer geographic questions.

**Examples may include but are not limited to:** Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.

6 – G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.

**Examples may include but are not limited to:** how natural characteristics are associated with sparse population densities, how different combinations of natural and human factors lead to different densities, and why major cities are located where they are.

### G1.3 Geographical Understanding

The purpose of middle school geography curriculum is to develop content, themes, skills, and perspectives that can help students understand a diverse and interconnected world.

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

**Examples may include but are not limited to:**

- “place” deals with the natural and human characteristics of a place while “location” deals with where the place is, especially relative to other places.
- “human-environment interaction” deals with resources, human adaptation, and human impact, as well as natural catastrophes.
- “movement” includes migration of people, transportation of goods and services, and the diffusion of information, as well as the movement of material in natural cycles, such as water through hydrology.
- “regions” are generalizations about the common characteristics of areas.

6 – G1.3.2 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

## G2 PLACES AND REGIONS

Describe the cultural groups and diversities among people who are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

### G2.1 Physical Characteristics of Places

Describe the physical characteristics of places.

6 – G2.1.1 Locate and describe the basic patterns of landforms.

**Examples may include but are not limited to:** patterns at a continental scale or larger.

6 – G2.1.2 Locate and describe the basic patterns and processes of plate tectonics.

**Examples may include but are not limited to:** the location of continental plates and the Ring of Fire. Processes include plate movement, uplift, earthquakes, and volcanism.

6 – G2.1.3 Locate and describe the characteristics and patterns of major world climates and ecosystems.

**Examples may include but are not limited to:** tropical wet and tropical wet-dry, arid and semi-arid, sub-tropical, continental, and arctic climates. Ecosystems include tropical rain forest, savanna, grassland, desert, temperate and coniferous forests, tundra, oceans, and ice caps.

## G2.2 Human Characteristics of Places

Describe the human characteristics of places.

6 – G2.2.1 Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.

6 – G2.2.2 Explain how communities are affected positively or negatively by changes in technology.

**Examples may include but are not limited to:** how changes in transportation and communication technology influence where people live, how changes in manufacturing influence where factories are located, and how changes in energy technology reduce or increase economic activity and environmental impact. Examples also include negative impacts on communities, such as job loss when a technology changes and economic activities move.

6 – G2.2.3 Explain how culture and experience influence people’s perceptions of places and regions.

**Examples may include but are not limited to:** how an immigrant and a resident might view a community, how a tourist might see a culture differently than someone who was born and lives there, and how international travel might change a person’s perspective.

6 – G2.2.4 Interpret population pyramids from different countries including birth rates, death rates, male-female differences, and the causes and consequences of the age structure of the population.

6 – G2.2.5 Generalize about how human and natural factors have influenced how people make a living and perform other activities in a place.

**Examples may include but are not limited to:** how physical features, including mountains, rivers, coasts, deserts, and natural resources, as well as human factors such as political boundaries and accessibility, can affect community size and location. Additional examples might include how groups of people with different levels of economic or political power might choose or be restricted to different locations.

## G3 PHYSICAL SYSTEMS

Describe the physical processes that shape the Earth’s surface that, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

### G3.1 Physical Processes

Describe the physical processes that shape the patterns of the Earth’s surface.

6 – G3.1.1 Interpret and compare climographs from different latitudes and locations.

**Examples include but are not limited to:** how latitude and elevation impact South American ecosystems, how latitude and seasons affect African ecosystems, and how climate change impacts ecosystems.

6 – G3.1.2 Explain the factors that cause different climate types.

### G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on Earth’s surface.

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

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

## G4 HUMAN SYSTEMS

Explain that human activities may be seen on Earth’s surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.

### G4.1 Cultural Mosaic

Describe the characteristics, distribution, and complexity of Earth’s cultural mosaic.

6 – G4.1.1 Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and positive and negative consequences of the change.

**Examples may include but are not limited to:** describing the spread of businesses such as fast food franchises, sports like karate or soccer, products like athletic shoes, languages like English, or diseases like the Zika virus.

6 – G4.1.2 Compare and contrast the gender roles assigned to men and women in different societies.

**Examples may include but are not limited to:** how different religions and/or nations assign, expect, or require different roles for men and women, such as who can vote, own property, or hold office. Note that gender roles are culturally defined and vary widely. Within a culture, the majority of traditional roles have varying degrees of acceptance and change over time.

6 – G4.1.3 Describe cultures of the region being studied, including the major languages and religions.

6 – G4.1.4 Explain how culture influences the daily lives of people.

**Examples may include but are not limited to:** how people make a living, raise families, educate children and practice their religion in different cultures and communities.

### G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, resources, products, and ideas.

6 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport people and products, and spread ideas throughout the world.

**Examples may include but are not limited to:** the advantages and disadvantages of trucks, trains, ships, and planes for transporting people and/or material; the advantages and disadvantages of print, radio, television, the Internet, and social media for moving information.

### G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

6 – G4.3.1 Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences.

**Examples may include but are not limited to:** recovering land in the Netherlands, irrigating deserts or clearing forests for agriculture, and using air conditioning in the southern United States. A technology example might be how irrigation technology changed farming in the Great Plains or how the Green Revolution changed farming in Asia.

6 – G4.3.2 Describe patterns of settlement and explain why people settle where they do and how people make their livings.

**Examples may include but are not limited to:** coastal and river towns in the past and present, the location of mega-cities, and how people make their livings in different locations. Examples also include forced settlement and/or restrictions on resettlement.

6 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.

**Examples may include but are not limited to:** refugee migrations, economic migrations, seasonal migration, and migrations from rural to urban.

### G4.4 Forces of Cooperation and Conflict

Explain how forces of cooperation and conflict among people influence the division of the Earth's surface and its resources.

6 – G4.4.1 Identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

6 – G4.4.2 Evaluate examples of cooperation and conflict within the region under study from different perspectives.

**Examples may include but are not limited to:** cooperation between the United States and Canada to protect the fresh water of the Great Lakes, cooperation efforts to stop the spread of diseases among populations, or conflict over control of islands in the South China Sea.

## G5 ENVIRONMENT AND SOCIETY

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use the Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

### G5.1 Humans and the Environment

Describe how humans use and modify the environment.

6 – G5.1.1 Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology.

**Examples may include but are not limited to:** how population pressure impacts deforestation in Brazil, how higher standards of living increase pollution in China, how the use of plastics in the United States can impact water resources, and how use of fossil fuels leads to climate change.

6 – G5.1.2 Explain how different technologies can have positive and negative impacts on the environment.

**Examples may include but are not limited to:** water management, energy examples include advantages and disadvantages of wind and solar power generation, as well as fracking and tar sands mining; transportation examples might include road and rail transportation and expansion of cities; agricultural examples might include terracing, deforestation, or the use of pesticides and herbicides.

6 – G5.1.3 Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places.

**Examples may include but are not limited to:** how cutting forests in one region may result in flooding downstream, how plastic litter in the watershed leads to lake and ocean pollution, how over-fertilization and phosphate use can lead to changes in water quality, and how different factors lead to global climate change, which may impact regions differently.

6 – G5.1.4 Define natural resources and explain how people in different places use, define, and acquire resources in different ways.

### G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

6 – G5.2.1 Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change.

**Examples may include but are not limited to:** how drought in Africa and Syria is leading to emigration, how coral bleaching is leading to reduced tourism in Australia and the Caribbean, how earthquakes are leading to revised building codes, or how sea level rise is leading to coastal flooding and barrier construction.



6 – G5.2.2 Analyze how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.

**Examples may include but are not limited to:** how building in flood plains increases the likelihood of a natural disaster, and how the federal Soil Conservation Service works to prevent a natural disaster, such as the Dust Bowl.

## G6 GLOBAL ISSUES

A global issue is one that has an impact affecting many regions of the world.

### G6.1 Global Topic Investigation and Issue Analysis

6 – G6.1.1 Identify global issues.

**Examples may include but are not limited to:** natural disasters, immigration, food production, food distribution, the impact of climate change, population growth, resource use and depletion, meeting the needs of refugees, migration, poverty, economic development, conflict, and terrorism.

6 – G6.1.2 Investigate a contemporary global issue by applying the skills of geographic inquiry.

**Examples may include but are not limited to:** asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions when practical; using inquiry methods to acquire content knowledge and appropriate data about the issue; identifying the causes and consequences and analyzing the impact, both positive and negative.

6 – G6.1.3 Develop a plan for action:

- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying a position with a reasoned argument.
- develop an action plan to address or inform others about the issue, at local to global scales.

## CIVICS AND GOVERNMENT

### C1 PURPOSES OF GOVERNMENT

Analyze how people identify, organize, and accomplish the purposes of government.

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

Describe civic life, politics, and government and explain their relationships.

6 – C1.1.1 Compare and contrast different ideas about the purposes of government in different nations, nation-states or governments.

**Examples may include but are not limited to:** protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion. Purposes may also include keeping an ethnic group or party in power. Governments may include those of nation-states, newly independent states, emerging states, and other governmental entities such as tribal governments.

### C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT

Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

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

Describe the characteristics of nation-states and how they may interact.

6 – C3.6.1 Define the characteristics of modern nation-states.

**Examples may include but are not limited to:** a specific territory, clearly defined boundaries, citizens, collect taxes and provide services, jurisdiction over people who reside there, laws, and government.

6 – C3.6.2 Compare and contrast various forms of government around the world.

**Examples may include but are not limited to:** democracies, parliamentary systems, dictatorships, oligarchies, and theocracies.

### C4 RELATIONSHIP OF UNITED STATES TO OTHER GOVERNMENTS, WORLD ISSUES, AND WORLD GOVERNING ORGANIZATIONS

Explain ways in which governments interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, military force, and the threat of force.

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

Explain the various ways that governments interact both positively and negatively.

6 – C4.3.1 Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other nation-states.

**Examples may include but are not limited to:** climate change, and human and civil rights; within the United States, federal/tribal relations in the United States.

6 – C4.3.2 Explain the challenges to governments to address global issues, and the international cooperation needed to do so.

6 – C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues.

**Examples may include but are not limited to:** the North American Free Trade Agreement (NAFTA) or subsequent agreements, the North Atlantic Treaty Organization (NATO), the Organization of American States (OAS), the United Nations (UN), the Universal Declaration of Human Rights, and the Paris Climate Accord.

## ECONOMICS

### E1 THE MARKET ECONOMY

Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

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

Describe how individuals, businesses, and government make economic decisions when confronting scarcity or surpluses in the market economy.

6 – E1.1.1 Explain how incentives and disincentives in the market economy can change the decision-making process.

**Examples may include but are not limited to:** acquiring money, profit, and goods; wanting to avoid loss of position in society; job placement; taxes on cigarettes to discourage smoking; raising prices to increase profit.

### E2 THE NATIONAL ECONOMY

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

#### E2.3 Role of Government

Describe how national governments make decisions that affect the national economy.

6 – E2.3.1 Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies.

**Examples may include but are not limited to:** implications of economic sanctions on all countries involved.

## E3 INTERNATIONAL ECONOMY

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

### E3.1 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

6 – E3.1.1 Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?

6 – E3.1.2 Compare and contrast the economic and ecological costs and benefits of different kinds of energy production.

**Examples may include but are not limited to:** oil, coal, natural gas, nuclear, biomass, solar, hydroelectric, geothermal, wind, and the impact of each.

### E3.3 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

6 – E3.3.1 Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.

6 – E3.3.2 Diagram or map the flow of materials, labor, and capital used to produce a consumer product.

**Examples may include but are not limited to:** global supply chain, computer production, automobile production.

6 – E3.3.3 Explain how communication innovations have affected economic interactions and where and how people work.

**Examples may include but are not limited to:** Internet-based home offices, international work teams, international companies, online shopping.

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

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

6 – P3.1.1 Integrate Michigan process and skills standards into a grade-appropriate project. Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives, and generate and evaluate alternative resolutions. Identify public policy issues related to global topics and issues studied. For example:

- use Michigan social studies process and skills methods to acquire content knowledge and appropriate data about the issue.
- identify the causes and consequences and analyze the impact, both positive and negative.
- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying a position with a reasoned argument.
- develop an action plan to address or inform others about the issue at a local, national, or global scale.

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

Act constructively to further the public good.

6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

6 – P4.2.2 Engage in activities intended to contribute to solving the local, national or global issues studied.

6 – P4.2.3 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 Zwarensteyn

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)