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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)*

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
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.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Developing Compelling and Supporting Questions and Planning Inquiries</td>
<td>Civics</td>
<td>Gathering and Evaluating Sources</td>
<td>Communicating and Critiquing Conclusions</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Developing Claims and Using Evidence</td>
<td>Taking Informed Action</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>History</td>
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</tbody>
</table>

**Unique Structure of Dimension 2**

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

<table>
<thead>
<tr>
<th>CIVICS</th>
<th>ECONOMICS</th>
<th>GEOGRAPHY</th>
<th>HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic and Political Institutions</td>
<td>Economic Decision Making</td>
<td>Geographic Representations: Spatial Views of the World</td>
<td>Change, Continuity, and Context</td>
</tr>
<tr>
<td>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</td>
<td>Exchange and Markets</td>
<td>Human-Environment Interaction: Place, Regions, and Culture</td>
<td>Perspectives</td>
</tr>
<tr>
<td>Processes, Rules, and Laws</td>
<td>The National Economy</td>
<td>Human Population: Spatial Patterns and Movements</td>
<td>Historical Sources and Evidence</td>
</tr>
<tr>
<td></td>
<td>The Global Economy</td>
<td>Global Interconnections: Changing Spatial Patterns</td>
<td>Causation and Argumentation</td>
</tr>
</tbody>
</table>
MICHIGAN’S SOCIAL STUDIES STANDARDS

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

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

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

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

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

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

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

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

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

Accurate enough for all Michigan students to see themselves.

UNDERSTANDING SOCIAL STUDIES GLCE CODING

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

6 E 2.3.1

Grade  Standard Category  Standard Expectation

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

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

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

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

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

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

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

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

### MICHIGAN CONTENT EXPECTATIONS

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

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

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

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

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

8 – U4.3.1 Explain the origins of the American education system.

**Examples may include but are not limited to:** Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.
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

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Geography</td>
<td>World History and Geography</td>
<td>Integrated U.S. History</td>
</tr>
</tbody>
</table>

### Grade Level Focus

**GEOGRAPHY**
- G1 The World in Spatial Terms
- G2 Places and Regions
- G3 Physical Systems
- G4 Human Systems
- G5 Environment and Society
- G6 Global Issues

**CIVICS AND GOVERNMENT**
- C1 Purposes of Government
- C3 Structure and Functions of Government
- C4 Relationship of the United States to Other Nations and World Affairs

**ECONOMICS**
- E1 The Market Economy
- E2 The National Economy
- E3 International Economy

**PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION**
- Identifying and Analyzing Public Issues
- Persuasive Communication
- Civic Participation

**HISTORY**
- H1 The World in Temporal Terms
- W1 WHG Era 1 The Beginnings of Human Society
- W2 WHG Era 2 Early Civilizations and the Emergence of Pastoral Peoples
- W3 WHG Era 3 Classical Traditions, World Religions, and Major Empires
- W4 WHG Era 4 Case Studies from Three Continents

**EMBEDDED IN THE CONTEXT OF HISTORY:**
- Geographic Perspective
- Places and Regions
- Human Systems
- Physical Systems
- Environment and Society

**C Civic Perspective**
- Conceptual Foundations
- Role and Functions of Government
- Purposes of Government
- Values and Principles of American Democracy
- Role of the Citizen in American Democracy

**E Economic Perspective**
- Individual, Business, and Government Choices
- Competitive Markets
- Prices, Supply, and Demand
- Role of Government
- Economic Interdependence

**P PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION**
- Identifying and Analyzing Public Issues
- Persuasive Communication
- Civic Participation

**THEMATIC ANALYSIS OF U.S. HISTORY ERAS 1-5**
- U1 USHG Era 1 Beginnings to 1620
- U2 USHG Era 2 Colonization and Settlement 1585-1763
- U3 USHG Era 3 Revolution and the New Nation 1754-1800
- U4 USHG Era 4 Expansion and Reform 1792-1861
- U5 USHG Era 5 Civil War and Reconstruction 1850-1877
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.
Seventh-grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of World History, Eras 1–4. Geography, Civics/Government, and Economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze the issue and propose a plan for the future. As part of the inquiry, they will compose civic, persuasive essays using reasoned argument.

## HISTORY

### H1 The World in Temporal Terms: Historical Habits of Mind
1.1 Temporal Thinking
1.2 Historical Inquiry and Analysis
1.4 Historical Understanding

### WHG Era 1 – The Beginnings of Human Society
1.1 Peopling of Earth
1.2 Agricultural Revolution

### WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples
2.1 Early Civilizations and Early Pastoral Societies

### WHG Era 3 – Classical Traditions, World Religions, and Major Empires
3.1 Classical Traditions in Regions of the Eastern and Western Hemispheres
3.2 Growth and Development of World Religions

### WHG Era 4 – Bridge to Era 4: Case Studies From Three Continents
4.1 Crisis in the Classical World
4.2 Africa to 1500 CE
4.3 North America to 1500 CE

## GEOGRAPHY

### G1 The World in Spatial Terms: Geographical Habits of Mind
(Foundational Expectations Addressed in Grade 6)
G1.2 Geographical Inquiry and Analysis

### G4 Human Systems
G4.1 Cultural Mosaic
G4.2 Technology Patterns and Networks
G4.3 Patterns of Human Settlement
G4.4 Forces of Conflict and Cooperation

### G5 Environment and Society
G5.1 Humans and the Environment

### G6 Global Issues
G6.1 Inquiry and Analysis

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

### P3 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

### P4 Civic Participation

## Sample World History and Geography Compelling and Supporting Question

<table>
<thead>
<tr>
<th>7th</th>
<th>How does historical thinking help us understand our world?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>How do we learn about the past?</td>
</tr>
<tr>
<td>2)</td>
<td>Does thinking about the world with historical habits of mind help to make a better world?</td>
</tr>
<tr>
<td>3)</td>
<td>What steps and tools do historians use to do their job?</td>
</tr>
<tr>
<td>4)</td>
<td>How do historians collect and analyze evidence?</td>
</tr>
<tr>
<td>5)</td>
<td>How do historians use evidence to construct theories, perspectives and hypotheses (claims), and accounts about the past?</td>
</tr>
</tbody>
</table>

**Standards Connection:** 7 – H1.1.1, 7 – H1.2.1, 7 – H1.2.2, 7 – H1.2.3, 7 – H1.2.4, 7 – H1.2.5, 7 – H1.2.6
HISTORY

H1 THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

H1.1 Temporal Thinking

Use historical conceptual devices to organize and study the past.

7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance.

Examples may include but are not limited to: sundial; lunar solar; Gregorian calendar: BC/AD; contemporary secular: BCE/CE; Chinese; Hebrew; Islamic/Hijri.

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

7 – H1.2.1 Explain how historians use a variety of sources to explore the past.

Examples may include but are not limited to: artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, and DNA analysis.

7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

Examples may include but are not limited to: a wide range of Document-Based Questions (DBQs) are available to develop case studies appropriate to the era in both AfroEurasia and the Americas.

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence.

7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.

7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.
H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

7 – H1.4.1 Describe and use cultural institutions to study an era and a region.

**Examples may include but are not limited to:** political and economic institutions, religion and beliefs, science and technology, written language, education, and family structure.

7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

**Examples may include but are not limited to:** several lists of history themes are available, including: SPEC (social, political, economic, and cultural) and the World History For Us All themes (Patterns of Population; Economic Networks and Exchange; Uses and Abuses of Power; Haves and Have-Nots; Expressing Identity; Science, Technology, and the Environment; and Spiritual Life and Moral Codes).

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

W1 WHG ERA 1 – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 BCE

Explain the basic features of and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

W1.1 Peopling of Earth

Describe the spread of people during Era 1.

7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments.

7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies.

W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it was a turning point in history.

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

7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations.

**Examples may include but are not limited to:** the importance of available water for irrigation, adequate precipitation, fertile soil, locally available plants and animals, and adequate growing seasons.

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1 World History For Us All is a project of the National Center for History in the Schools at UCLA in cooperation with San Diego State University. See their work on themes at their website.
7 – W1.2.3 Explain the impact of the first Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter-gatherer societies).

WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 BCE AND WESTERN HEMISPHERE 4000 BCE to 1500 CE

Describe and compare defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread. This era includes civilizations in Afro-Eurasia from 4000 to 1000 BCE as well as cultures in developing the Western Hemisphere from 4000 BCE into Eras 3 and 4 so teachers can compare early civilizations around the globe.

W2.1 Early Civilizations and Major Empires

Analyze early civilizations and pastoral societies.

7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.

**Examples may include but are not limited to:** standardization of physical (rock, bird) and abstract (love, fear) words. In addition, examples may include forms of non-verbal communication from pictographs to abstract writing (governmental administration, laws, codes, history, and artistic expressions).

7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).

7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements and development of early civilizations.

**Examples may include but are not limited to:** the Tigris and Euphrates, Huang He, Nile, Indus, and Mississippi rivers.

7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.

**Examples may include but are not limited to:** the Nile, Tigris/Euphrates, and Indus river civilizations in deserts, and Huang He and Mississippi river valley civilizations, and Mesoamerican and Andean civilizations. Topics might include ways of governing, stable food supplies, economic and social structures, use of resources and technology, division of labor, and forms of communication.

7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.

**Examples may include but are not limited to:** the spread of iron; agriculture; and cultural changes associated with permanent settlements. Cultural diffusion involves identifying the innovation, how it is being spread, who the adopters are, and the intended or unintended consequences of the innovation.
7 – W2.1.6 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

**Examples may include but are not limited to:** the steppes of Central Asia, the savannas of East Africa, the tundra of northern Eurasia, or the mountains of Tibet or South America.

### W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 BCE TO 300 CE

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires. During this era, innovations and social, political, and economic changes occurred through the emergence of classical civilizations in Africa, Eurasia, and the Americas. Africa and Eurasia moved in the direction of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Similar interactions occurred in the Americas. Six of the world’s major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

#### W3.1 Classical Traditions

Analyze classical civilizations and empires and their lasting impact.

7 – W3.1.1 Describe the characteristics that classical civilizations share.

**Examples may include but are not limited to:** institutions, cultural styles, laws, religious beliefs and practices, and systems of thought that influenced neighboring peoples and have endured for several centuries.

7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.

7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.

7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.

7 – W3.1.6 Use historic and modern maps to locate and describe trade networks linking empires in the classical era.

**Examples may include but are not limited to:** the early Silk Road.

7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.

**Examples may include but are not limited to:** Assyrian and Persian Empires, Egypt and Nubia/Kush, Phoenician and Greek networks, early Silk Road, Mesoamerican and Andean Empires.
7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.

**Examples may include but are not limited to:** the Chin and Han Dynasties, the Mauryan Empire, Egypt, Greek city-states, the Roman Empire, as well as the Aztec, Mayan, and Incan Empires.

7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.

**Examples may include but are not limited to:** Mesopotamian Empires: cuneiform, Code of Hammurabi; the Ten Commandments, the Tang Code; the Roman Justinian Code; Indian Empires: Sanskrit; Nile River Empires: hieroglyphs; Chinese Empire: character writing, belief system of Confucianism, Daoism, Legalism; American Empires: Incan knot language, Mayan codices.

7 – W3.1.10 Create a timeline that illustrates the rise and fall of classical empires during the classical period.

7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires.

**Examples may include but are not limited to:** trade routes and their significance, and supply and demand for products.

**W3.2 Growth and Development of World Religions**

Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism, and Islam grew and their significance (Sikhism and Islam are included here even though they came after 300 CE). The world’s major faiths and ethical systems emerged, establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

7 – W3.2.1 Identify and describe the core beliefs of major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam.

**Examples may include, but are not limited to:** comparing major figures, sacred texts, and basic beliefs (ethnic vs. universalizing; monotheistic vs. polytheistic) among religions; case studies of continuity of local indigenous belief systems or animistic religions; comparisons with religious traditions that developed after 1500 CE such as Protestantism.

7 – W3.2.2 Locate the geographical center of major religions and map the spread through 1500 CE.

**W4 WHG ERA 4 – BRIDGE TO ERA 4 – CASE STUDIES FROM THREE CONTINENTS**

Case studies from Europe, Africa, and the Americas are intended to set the stage for Integrated U.S. History in Grade 8.

7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.
**Examples may include but are not limited to:** the fall of Rome, collapse of the Mayans, demise of the Incan Empire.

7 – W4.1.2 Africa to 1500 CE – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.

**Examples may include but are not limited to:** comparing characteristics of Aksum, Ghana, Mali, or Songhai civilizations; interpreting maps of the Trans-Saharan trade in gold and salt.

7 – W4.1.3 North America to 1500 CE – use a case study to describe the culture and economy of Indigenous Peoples in North America prior to 1500.

**Examples may include but are not limited to:** Eastern Woodland (Iroquois, Anishinaabek), Southeast (Cherokee, Seminole), Middle America/Mexico (Aztec), Southwest (Navajo, Apache), Northwest (Salish, Muckleshoot), and Great Plains (Lakota, Blackfeet).

**G1 THE WORLD IN SPATIAL TERMS**

**G1.2 Geographical Inquiry and Analysis**

Use geographical inquiry and analysis to answer questions about relationships between peoples, cultures, and their environments, and interaction among places and cultures within the era under study.

7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.

**Examples may include but are not limited to:** using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology, and language environments, or investigating how goods and services flowed in the Roman Empire.

7 – G1.2.2 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.

**Examples may include but are not limited to:** analyzing the natural and human factors that limited the extent of the Roman Empire.

7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.

**Examples include but are not limited to:** using and interpreting maps in historical atlases, creating hand-drawn maps, and using basic GIS.

7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.

**Examples may include but are not limited to:** Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.
G3 INVESTIGATION AND ANALYSIS

Throughout the school year, the students are introduced to topics that address issues that integrate time and place. Included are capstone projects that entail the investigation of historical issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as possible capstone projects within units and at the end of the course.

G3 Investigation and Analysis (P1, P2)

7 – G3.1.1 Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action.

Era 1 Examples may include but are not limited to: population growth and resources (investigate how population growth affects resource availability) and migration (the significance of migrations of peoples and the resulting benefits and challenges).

Era 2 Examples may include but are not limited to: agriculture (investigate the development of different forms of early or contemporary agriculture and its role in helping societies produce enough food for people, and the consequences of agriculture).

Era 3 Examples may include but are not limited to: trade (investigate the impact of trade and trade routes on civilizations) or power (analyze common factors that influence the rise and fall of empires).

G4 HUMAN SYSTEMS

In each era, the language and perspective of geography can help students understand the past and make comparisons with the present.

G4.2 Technology Patterns and Networks

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

7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.

Examples may include but are not limited to: the development of the wheel; different sail, boat, and navigation technologies; road-building technologies in the Incan and Roman Empires; the use of horses in different cultures.

G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.

Examples may include but are not limited to: agricultural technologies including irrigation.

7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.
Examples may include but are not limited to: areas appropriate for hunter-gatherers or farmers, coastal and/or river towns located for trade, or mountain towns for defense.

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

Examples may include but are not limited to: early human migration around the world, seasonal migration of pastoral people, and forced migration as a result of war or environmental problems.

G4.4 Forces of Cooperation and Conflict

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

7 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups.

Examples may include but are not limited to: conflict over natural resources, trade routes, or wealth.

7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.

Examples may include but are not limited to: conflict among Greek states and the Persian Empire or the expansion of the Roman Empire and the later invasions into the Roman Empire; examples of cooperation through trade/peaceful co-existence include the development of early exchange routes between Europe and Asia and Africa.

G5 ENVIRONMENT AND SOCIETY

Explain how humans used, adapted to, and modified the environment in the era studied.

7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied.

Examples may include but are not limited to: how hunter-gatherers, farmers, and pastoral nomads may have used and adapted to different environments in different ways.

7 – G5.1.2 Explain how different technologies were used in the era being studied.

Examples may include but are not limited to: irrigation in major river valley civilizations, island creation among the Aztecs, iron technology in Africa, silk and pottery technology in China.

7 – G5.1.3 Explain how people defined and used natural resources in the era being studied.
P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication about a Public Issue, and Citizen Involvement

7 – P3.1.1 Clearly state an issue as a question of public policy in contemporary or historical context, or as a contemporary/historical comparison. Trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness:

- identify public policy issues related to global topics and issues studied.
- clearly state the issue as a question of public policy orally or in written form.
- use inquiry 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 the position with a reasoned argument.
- develop an action plan to address or inform others about the issue at the different scales.

P4.2 Civic Participation

Act constructively to further the public good.

7 – 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.

7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

Examples may include but are not limited to: service learning projects.

7 – P4.2.3 Participate in projects to help or inform others.
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