



High School Civics

The logo for the Michigan Department of Education. It features the word "MICHIGAN" in large, black, sans-serif capital letters. A blue silhouette of the state of Michigan is positioned behind the letters "I" and "G". Inside the lower part of the Michigan silhouette is a white icon of a person sitting at a desk, representing a student. Below "MICHIGAN" is the word "Department" in a smaller, black, sans-serif font, followed by the word "of" in an even smaller font. To the right of "of" is the word "Education" in a large, blue, serif font.

CONTENTS

The Goals of Social Studies 3

Michigan’s Grade Level Content Expectations for Social Studies 7

Using the K-8 Social Studies GLCE 9

The Social Studies Standard and Michigan Law 10

K-2 Overview 11

The Arc of Inquiry and Social Studies Process and Skills: Grades K-2 12

3-5 Overview 26

The Arc of Inquiry and Social Studies Process and Skills: Grades 3-5 27

6-8 Overview 50

The Arc of Inquiry and Social Studies Process and Skills: Grades 6-8 51

World Geography: Grade 6 53

Social Studies Content Expectations: Grade 6 54

World History and Geography: Grade 7 66

Integrated United States History: Grade 8 76

The Arc of Inquiry and Social Studies Process and Skills: Grades 9-12 86

Michigan’s Grade Level Content Expectations for Social Studies 88

High School World History and Geography 89

The Arc of Inquiry and Social Studies Process and Skills: Grades 9-12100

High School United States History and Geography102

The Arc of Inquiry and Social Studies Process and Skills: Grades 9-12118

High School Civics120

The Arc of Inquiry and Social Studies Process and Skills: Grades 9-12134

High School Economics136

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.

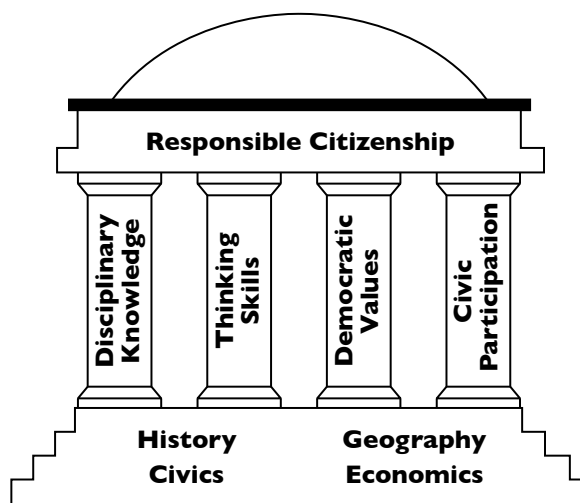
Embedded in literacy practices, critical literacy provides opportunities for students to utilize an integrated approach. Critical literacy has been defined as "learning to read and write as part of the process of becoming conscious of one's experiences as historically constructed within specific power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

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

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

Unique Structure of Dimension 2

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

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

MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES

MICHIGAN'S SOCIAL STUDIES STANDARDS

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

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

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

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

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

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

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

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

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

Accurate enough for all Michigan students to see themselves.

UNDERSTANDING SOCIAL STUDIES GLCE CODING

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

6 – 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.

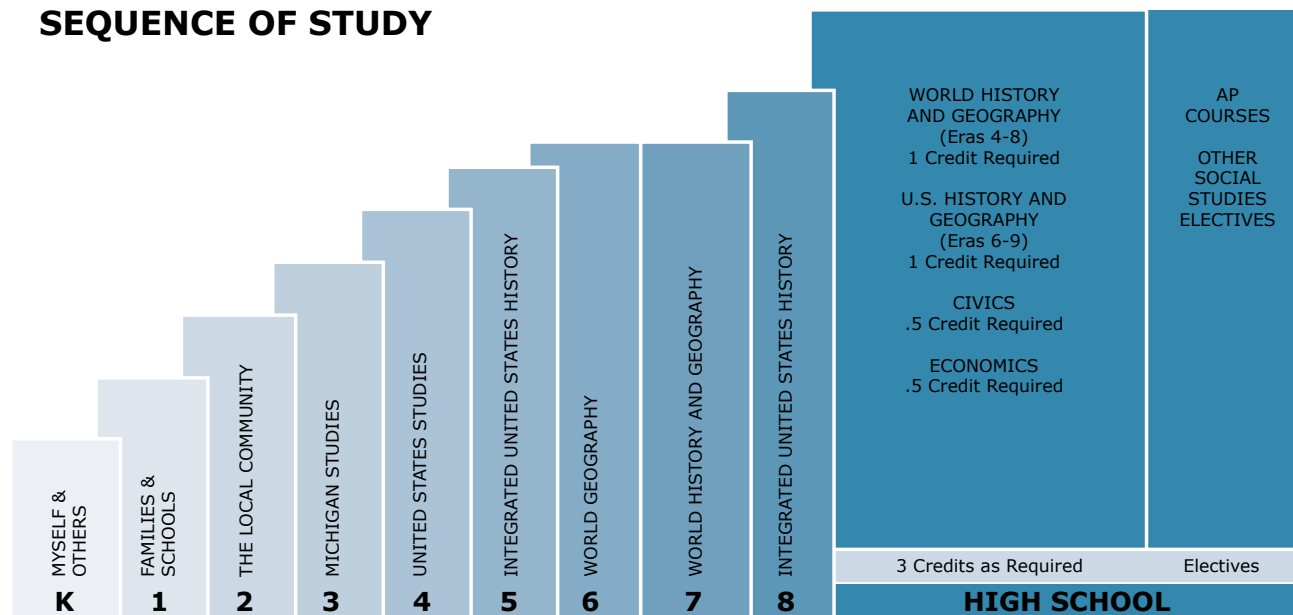
Michigan's Process and Skills Standards align well with the C3 Arc of Inquiry, as shown below:

THE C3 FRAMEWORK ARC OF INQUIRY		
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
P2: Inquiry, Research, and Analysis P2.1 Apply methods of inquiry to investigate social scientific problems. 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.	P1: Reading and Communication – Read and communicate effectively P1.1 Use appropriate strategies to read and analyze 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. P1.4 Express social studies ideas clearly in written, spoken, and graphic forms. P1.5 Present an argument supported with evidence. P2: Inquiry, Research, and Analysis P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts. P2.3 Find, organize, and interpret information from a variety of sources. P2.4 Use resources from multiple perspectives to analyze issues.	P3: Public Discourse and Decision Making P4 Citizen Involvement P3.2 Discuss public policy issues, clarifying issues, considering opposing views, applying Democratic Values or Constitutional Principles, and refining claims. P3.3 Construct arguments expressing and justifying decisions on public policy issues. P4.1 Act out of respect for the rule of law and hold others accountable 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.
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.

THE ARC OF INQUIRY: GRADES 9-12

Dimension 1: 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 how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Dimension 2: 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: 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 representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: 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 precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

- P1.1 Use appropriate strategies to read and analyze 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 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.
- P1.4 Express social science ideas clearly in written, spoken, and graphic forms.
- P1.5 Construct and present an argument supported with evidence.

P2 INQUIRY, RESEARCH, AND ANALYSIS

- P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.
- P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.
- P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.
- P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.

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, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.
- P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.
- P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

P4 CIVIC PARTICIPATION

- P4.1 Act within the rule of law and hold others to the same standard.
- P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.
- P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES (9-12)

High School Social Studies Overview Chart			
World History and Geography	U.S. History and Geography	Civics	Economics
Course/Credit Focus	Course/Credit Focus	Course/Credit Focus	Course/Credit Focus
<p>F1 World Historical and Geographical Inquiry and Literacy Practices</p> <p>Global Analysis of World History Eras 4-7 from Two Perspectives: Global and Interregional</p> <p>W4 WHG - Era 4</p> <p>Expanding and Intensified Hemispheric Interactions, 300-1500 CE</p> <p>W5 WHG - Era 5</p> <p>The Emergence of the First Global Age, 15th-18th Centuries</p> <p>W6 WHG - Era 6</p> <p>An Age of Global Revolutions, 18th Century-1914</p> <p>W7 WHG - Era 7</p> <p>Global Crisis and Achievement, 1900-Present</p> <p>Global Issues</p>	<p>Historical and Geographical Knowledge and Perspective</p> <p>Historical and Geographical Analysis and Interpretation</p> <p>Thematic Analysis of U.S. History Eras 6-9</p> <p>F Foundations</p> <p>USHG ERAS 1-5</p> <p>U6 USHG - Era 6</p> <p>The Development of an Industrial, Urban, and Global United States, 1870-1930</p> <p>U7 USHG - Era 7</p> <p>The Great Depression and World War II, 1920-1945</p> <p>U8 USHG - Era 8</p> <p>Post-World War II United States, 1945-1989</p> <p>U9 USHG - Era 9</p> <p>America in a New Global Age, 1980-Present</p>	<p>Civics Knowledge</p> <p>Intellectual Skills</p> <p>Participatory Skills</p> <p>Civics Dispositions</p> <p>C1 Philosophical Foundations of Civic Society and Government</p> <p>C2 Origins and Foundations of Civic Society and Government</p> <p>C3 Structure and Function of Governments in the United States</p> <p>C4 Rights and Liberties in the United States of America</p> <p>C5 The United States of America and World Affairs</p> <p>C6 Citizenship and Civic Participation in the United States of America</p>	<p>Economics Knowledge</p> <p>Intellectual Skills</p> <p>Economic Literacy</p> <p>E1 The Market Economy</p> <p>E2 The National Economy</p> <p>E3 International Economy</p>

Sample World History and Geography Compelling and Supporting Question		
HSWHG	Have increased migration and cross-cultural interactions made humans more connected?	<p>1) What were the social, political, economic, and cultural motives for imperialism in the 19th century?</p> <p>2) Why were European powers able to spread imperialism through Africa, the Middle East, and Asia so quickly?</p> <p>3) How did native people respond to and/or resist imperialism?</p> <p>4) What were long-term social, political, economic, and cultural consequences of imperialism?</p> <p>Standards Connection: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 6.2.1, 6.2.4</p>

CIVICS

“We have it in our power to begin the world over again.” Thomas Paine introduced the great American experiment with anticipation of what might happen next. When framing their hopes for a new world, the founding generation kept one eye on the past and one on the future. Putting aspirations, goals, and law to paper, the Declaration of Independence, the Articles of the Confederation, and the Constitution illustrate how people may come together united in hope for a better society.

A proposition for every new generation is:

- 1) how to acknowledge contradictions between Democratic Values and the inequalities of their practice;
- 2) how to resolve competing, complementary, and vague processes outlined in the founding documents; and
- 3) how interpretations of the values and principles may differ producing vigorous dialogue, discussion, and debate.

This document provides a framework to encourage students to understand, appreciate, and participate in the conversation.

2019 REVISIONS

Standard expectations provide the necessary benchmarks for an educated, informed civic society. These standards seek to allow teachers to elevate the classroom discussion to one where students grapple with the historical and contemporary realities of civic society. Organized into the following six strands, there is both greater clarity of purpose and precision of language:

GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation

CIVICS CONTENT STATEMENT OUTLINE

- C1 Philosophical Foundations of Civic Society and Government
- C2 Origins and Foundations of Government of the United States of America
 - 2.1 Origins of American Constitutional Government
 - 2.2 Democratic Values and Constitutional Principles
- C3 Structure and Function of Governments in the United States of America
 - 3.1 Structures, Functions, Powers, and Limits of the Federal Government
 - 3.2 Structure, Functions, Powers, and Limits of the State, Local, and Tribal Governments
- C4 Rights and Liberties in the United States of America
 - 4.1 Application of the Bill of Rights
 - 4.2 The Extension of Civil Rights and Liberties
 - 4.3 Examining Tensions and Limits on Rights and Liberties
- C5 The United States of America and World Affairs
 - 5.1 Formation and Implementation of U.S. Foreign Policy
 - 5.2 U.S. Role in International Institutions and Affairs
- C6 Citizenship and Civic Participation in the United States of America
 - 6.1 Citizenship in the United States of America
 - 6.2 Rights and Responsibilities in Civic Society
 - 6.3 Dispositions for Civic Participation
 - 6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse

In the charts below, each strand is followed by examples of compelling questions. A compelling question addresses an enduring issue, concern, or debate that provides opportunities for students to explore our polity in an in-depth and thorough fashion. Examples of compelling questions illustrate ways in which the underlying tension, essence, and/or bigger civic question may emerge.

Each strand also includes processes and skills necessary for successful participation in our form of government. Analytical and research skills help students identify, describe, explain, and analyze information and arguments, as well as evaluate, take, and defend positions on public policies. The process and skills possibilities listed below are examples that may tie together content expectations with skills for lively and interactive civics classrooms. Translating the classroom experience into real life, knowledge, dispositions, Democratic Values, and participatory skills are intertwined to position students to be positive members of American society.

Outline of the Civic Strands, Compelling Questions, and Process Skills Possibilities

C1 Philosophical Foundations of Civic Society and Government

Compelling Questions:

- How might both the pursuit of the common good and the protection of unalienable rights (including life, liberty, and the pursuit of happiness) create tension in the structure and pursuit of governance?
- In what ways does the structure of government influence our possibilities as a society and reveal societal values?

Process and Skills Possibilities:

- Collaboratively design your own society to represent the rights you envision each person or group of people to have alongside appropriate governmental powers.

C2 Founding and Development of the Government of the United States of America

Compelling Questions:

- In what ways might the federal and state governments reflect characteristics of both direct democracy and a representative republic (or neither)? What might be the best forms of representation?
- In what ways has the Constitution created a just government? In what ways has the Constitution created an unjust government? What, if any, remedies were embedded to address problems in the Constitution?

Process and Skills Possibilities:

- Analyze founding documents to find Democratic Values. Connect the Democratic Values to mechanisms in the Constitution or subsequent documents.
- Convene a Constitutional Convention in your class in which you decide what to keep and what to update collaboratively from the Constitution and the Amendments.

C3 Structure and Function of Governments in the United States of America

Compelling Questions:

- In what ways has the Constitution, and its competitive policy-making process, served to represent the people's will and limit government power to ensure that the people's will is represented?
- In what ways do the branches of the national government compete and cooperate in order to govern?
- How has the intent of federalism been impacted by provisions within the Constitution and policies over time?

Process and Skills Possibilities:

- As a classroom, propose a law and walk it through the complexities of becoming law at the federal level.
- As a classroom, propose a law and walk it through the complexities of becoming law at the state level.

C4 Rights and Liberties in the United States of America

Compelling Questions:

- In what ways has the development and interpretation of the Constitution influenced policies that impact citizens and people living in the United States?
- How has (or might) the will of the majority upheld or infringed upon rights of the unenfranchised, disenfranchised, or underrepresented?
- How might the tension between life and liberty balance against the desire for security in an open society?

Process and Skills Possibilities:

- Research an issue concerning one of the First Amendment five protections (speech, assembly, religion, press, petition). Put on a mock trial using the evidence from the case to review the evidence and decide. The case could be historical, breaking in the news, or one pending in front of a court.
- Identify a pressing issue under the Fourteenth Amendment's equal protection of the law. Research and write amicus briefs exploring all sides of the issue. Present and question the briefs.

C5 The United States of America and World Affairs

Compelling Questions:

- To what degree, if any, should questions of sovereignty and openness impact the United States and its foreign policy? What possibilities and challenges are posed in open and closed societies?
- What, if any, rights of people extend beyond the borders of the United States? What, if any, rights of people from abroad exist inside the borders of the United States?
- In what ways have American political ideas, ideals, and the American Constitutional system influenced other governments?

Process and Skills Possibilities:

- Choose an issue of international importance and convene an international conference where different countries discuss their perspectives. As a class, create a position paper on how the United States of America views the issue and why.
- Identify, research, evaluate, take, and defend positions regarding why some aspects of the American Constitutional system that have been effective in the United States either have or have not been used or have not been successful in other countries.

C6 Citizenship and Civic Participation in the United States of America

Compelling Questions:

- What civic skills are necessary for vibrant Constitutional democracies and how might schools cultivate healthy civic virtue?
- To what degree should citizens be required to be involved in the responsibilities of citizenship? What might be some of the most important legal and moral rights and obligations of citizenship?

Process and Skills Possibilities:

- Collaboratively, identify and discuss community needs that have potential public policy solutions. Develop possible solutions, evaluate their pros and cons, and choose one to defend in a simulated public hearing. Develop and defend a proposal for appropriate public policy officials.
- Research and design a campaign to educate and encourage students in your school to vote. Create simulated voting opportunities for students throughout your district to experience voting.

Governance, Democratic Values, Constitutional Principles, and a Right to Remedy – Possibilities and Pitfalls

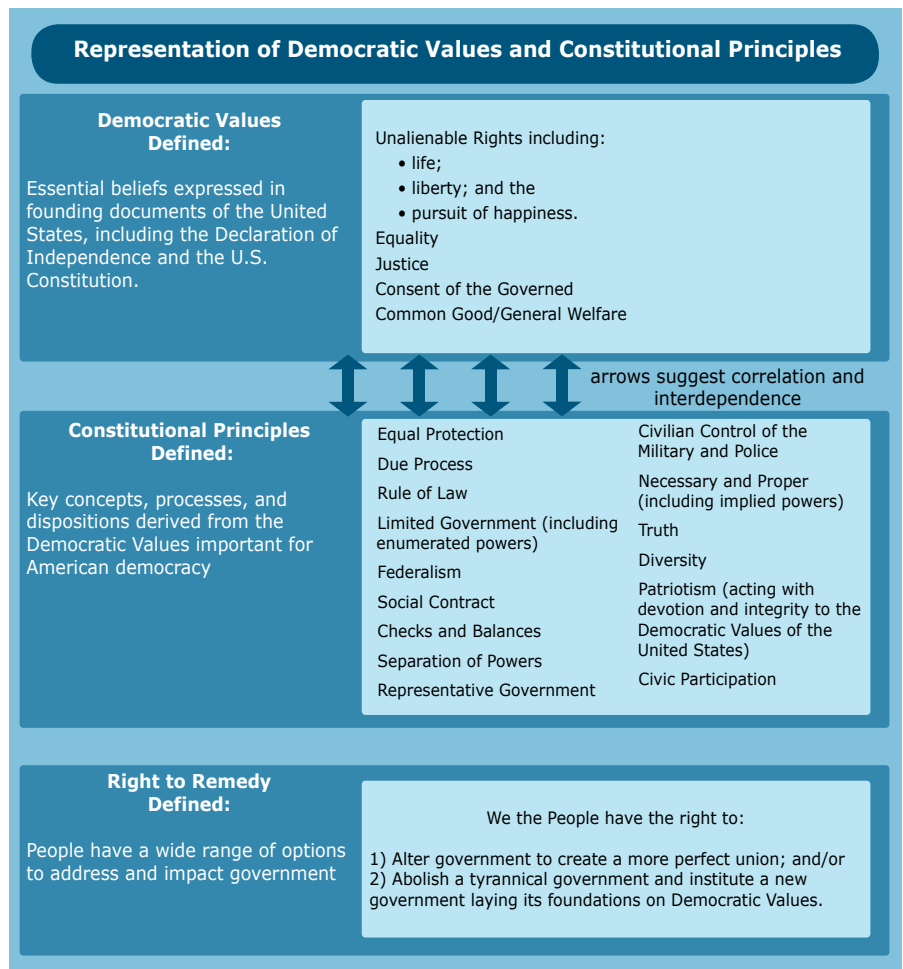
In acknowledging the complexities of American governance, various terminologies materialize. To clarify the intent of the Michigan Standards, Democracy refers to the overarching idea that the United States is a government by and for the people (“We the People”). The question continues — How do we implement the principles of democracy while ensuring the protection of rights and liberties of all persons in the United States? Under this umbrella question, multiple forms of governance arise. Examples include but are limited to a representative republic, direct democracy, and outliers that challenge both conventions of thought.

Listing the Democratic Values of the United States of America alongside essential Constitutional Principles reveals the complexities of the historical documents, coupled with the hopes and hypocrisy of the times themselves. Like the formative documents of the United States themselves, this list represents compromise, hope, and a willingness to work together to keep forging ahead in pursuit of clearer standards. For the purposes of this document, “Democratic Values” are essential aspirational goals rooted in founding essential documents, including the Declaration of Independence and the Constitution of the United States; “Constitutional Principles” are ideas and processes derived from Democratic Values as expressed in the Declaration of Independence and the Constitution of the United States. The “right to remedy” refers to a continuum of options people have for impacting government. The list below provides one way in which Democratic Values and Constitutional Principles could be organized and does not represent the full possibilities of what such a list could look like. These items have been organized in the following manner:

This chart illustrates one way a classroom can work through complex questions of competing and reinforcing ideals (Democratic Values) against competing and reinforcing mechanisms to achieve those ideals (Constitutional Principles). Moreover, exploring a continuum of remedy from writing letters, voting, protest, running for office, direct action, and all the way through to abolishing a government under the most extreme circumstances, allows classrooms to explore appropriate action for issues they wish to remedy.

To be fleshed out as a suggestion during professional learning, the concept of a taxonomy is an intellectually rigorous and rewarding exercise. Classrooms could collaborate to create their own taxonomies to see when, how, and if various Constitutional Principles align with particular Democratic Values. Benefits of such an exercise include:

- opportunities to build perspective and empathy in students as they reflect and demonstrate how, if at all, the interpretation of Democratic Values and Constitutional Principles may change based on someone’s point of view, social situation, or place in time.
- opportunities to assess the relative effectiveness of Constitutional Principles at upholding certain Democratic Values.
- opportunities for continual teacher assessment to guide students in their learning as they discuss their ongoing understanding of the Democratic Values and Constitutional Principles.
- opportunities to evaluate change over time by utilizing primary documents and the narratives of real



people throughout history, demonstrating how the meaning or actualization of Democratic Values may change in changing cultures.

- opportunities for students to reflect for themselves their own belief systems and where and how they prioritize Democratic Values and Constitutional Principles.

USING THE CIVICS HSCE: THINGS TO REMEMBER

There are a number of important considerations for teachers to keep in mind as they use these Civics expectations to plan instruction. It is important to remember that the application of content of this document:

USES CIVICS THINKING

The expectations require students to think — describe, analyze, synthesize, evaluate, compare, contrast, argue respectfully — using political and civics habits of mind. These expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of names, definitions, and facts is essential, high-quality teaching and learning demand a great deal more than just the mastery of discrete collections of facts or terms.

REQUIRES ACTIVE INQUIRY AND PARTICIPATION

Civic education requires students have an active civic identity — active as investigators, political scientists, social scientists, researchers, voters, elected officials, writers, testifiers, organizers, campaigners, and so much more in the civic activities of their schools and communities. Shifting student identity from passive recipients of knowledge to engaged and purposeful members of society requires continued and deliberate practice of deliberative dialogue and discussion.

Civics entails critical reading, writing, and advocacy. Civics entails knowing how, when, and where to use Civics concepts and knowledge to understand and participate in the world.

This calls upon students to: frame important questions; locate and analyze appropriate evidence and data; consider differing points of view, apply concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions; and participate in democratic deliberations around public policy issues. In short, Civics should help Michigan students make reasoned and informed decisions and understand how to fully participate in American society.

REPRESENTS CONTENT EXPECTATIONS AND NOT PEDAGOGICAL ORGANIZATION

This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling public policy issue or problem to organize weeks of study, while coherently employing many content expectations.

DIFFERENTIATES BETWEEN REQUIRED AND SUGGESTED CONTENT

On numerous occasions, the expectations will include examples to help clarify teachable content. Examples are listed in "Examples may include but are not limited to" below the content expectation. Local districts and the teachers may use these ideas as starting points for their instruction and may include examples to reflect their own local experiences relevant to the curriculum. The examples are not required content, yet may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

Process and Skills

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit Standards.

CIVICS

C1 Philosophical Foundations of Civic Society and Government

C – 1.1.1 Describe, compare, and contrast political philosophers views on purposes of government(s) including but not limited to Aristotle, Locke, Hobbes, Montesquieu, and Rousseau.

C – 1.1.2 Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority.

Examples may include but are not limited to: anarchy, dictatorship, democracy, monarchy, oligarchy, republic, theocracy, military junta, socialist, and tribal governments.

C – 1.1.3 Compare, contrast, and evaluate models of representation in democratic governments including presidential and parliamentary systems.

Examples may include but are not limited to: direct democracy, constitutional democracy, constitutional republic, representative democracy, indirect democracy/ republic.

C – 1.1.4 Compare and contrast federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty and distribution of governmental powers.

C2 Founding and Development of the Government of the United States of America**C2.1 Origins of the American Constitutional Government**

C – 2.1.1 Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke's Second Treatise.

Examples may include but are not limited to: the Iroquois Confederation, English Bill of Rights, Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Montesquieu's Spirit of Laws, Paine's Common Sense, Aristotle's Politics, and select Federalist Papers (10th, 14th, and 51st).

C – 2.1.2 Identify and analyze various Democratic Values of the United States as found in the Declaration of Independence.

Examples of Democratic Values may include but are not limited to: justice, unalienable rights (life, liberty, pursuit of happiness), and equality.

Analysis may include but is not limited to: how might the ideals in the Declaration have been in tension with reality?

C – 2.1.3 Explain the impact of the major debates and compromises underlying the drafting and ratification of the American Constitution including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates concerning slavery, and the promise for a Bill of Rights after ratification.

C2.2 Democratic Values and U.S. Constitutional Principles

C – 2.2.1 Analyze relationships between Democratic Values and Constitutional Principles.

Examples may include but are not limited to: ways in which the Constitutional Principle of due process of laws correlates with the Democratic Value of justice, ways in which the Constitutional Principle of equal protection of the law correlates with the Democratic Value of equality.

C – 2.2.2 Analyze how influential historical speeches, writings, cases, and laws express Democratic Values and influenced changes in American culture, law, and the Constitution.

Examples may include but are not limited to: equality; drawing upon Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail”; the Universal Declaration of Human Rights; the Declaration of Sentiments; the Equal Rights Amendment; and *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Loving v. Virginia*, the Americans With Disabilities Act, and *Obergefell v. Hodges*.

C – 2.2.3 Use examples to investigate why people may agree on Democratic Values and Constitutional Principles in the abstract, yet disagree over their meaning when they are applied to specific situations.

Examples may include but are not limited to: liberty and authority/order, justice and equality, individual rights and the common good.

C3 Structure and Function of Governments in the United States of America

C3.1 Structure, Functions, Powers, and Limits of Federal Government

C – 3.1.1 Identify and describe the purposes, organization, powers, processes, and election of the legislative branch as enumerated in Article I of the Constitution.

Examples may include but are not limited to: the House of Representatives and Senate (including election and qualifications to hold office), advise and consent, impeachment, power of the purse, approval of treaties, and war powers.

C – 3.1.2 Identify and describe the purposes, organization, powers, processes, and election of the executive branch as enumerated in Article II of the Constitution.

Examples may include but are not limited to: the President (including election and qualifications to hold office), Commander-in-Chief, appointment power, presidential pardon, executive departments, due care (faithful execution of the laws) clause, independent regulatory agencies, treaty negotiations, veto power, electoral college, Twenty-fifth Amendment.

C – 3.1.3 Identify and describe the purposes, organization, powers, processes, and appointment or election of the judicial branch as enumerated in Article III of the Constitution and as established in *Marbury v. Madison*.

Examples may include but are not limited to: the Supreme Court (nomination and appointment process, lifetime tenure), original and appellate jurisdictions, resolution of disputes.

C – 3.1.4 Examine and evaluate the effectiveness the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.

Examples may include but are not limited to: advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment.

C – 3.1.5 Analyze the various levels and responsibilities in the federal and state judicial systems and explain the relationships among them.

C – 3.1.6 Evaluate major sources of revenue and major expenditures of the federal government.

Examples may include but are not limited to: discretionary spending, federal income tax, and mandatory spending.

C – 3.1.7 Identify and explain how Supreme Court decisions and provisions in the U.S. Constitution have impacted the power of the federal government.

Examples may include but are not limited to: the Bill of Rights, rule of law, enumerated powers, implied powers, federalism, and *McCulloch v. Maryland*.

C3.2 Structure and Functions of State, Local, and Tribal Governments

C – 3.2.1 Describe limits the U.S. Constitution places on powers of the states and on the federal government's power over the states.

Examples of limits on state power include but are not limited to: prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments.

Examples of limits on federal power over states include but are not limited to: federal government cannot abolish a state; Tenth Amendment reserves powers to the states; federal government cannot commandeer state employees.

C – 3.2.2 Explain interactions and tensions among federal, state, and local governments using the necessary and proper clause, the Commerce Clause, and the Tenth Amendment.

C – 3.2.3 Describe how state, local, and tribal governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).

C – 3.2.4 Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments.

C – 3.2.5 Evaluate the major sources of revenue and expenditures for state, local, and tribal governments.

C – 3.2.6 Describe and evaluate referendums, initiatives, and recall as mechanisms used to influence state and local government. Use a case study to examine the impact of one such listed mechanism.

C3.3 Additional Actors and Influences in American Civic Society

C – 3.3.1 Describe and analyze how groups and individuals influence public policy.

Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media.

C – 3.3.2 Describe the evolution of political parties and their contemporary influence on public policy.

C – 3.3.3 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.

C – 3.3.4 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.

C – 3.3.5 Identify and discuss roles of non-governmental organizations in American civic society.

C – 3.3.6 Explain functions and possible influence of various news and other media sources in political communication.

Examples may include but are not limited to: television, print, press, Internet (including social media), radio.

C – 3.3.7 Analyze the credibility and validity of various forms of political communication.

Examples of analysis may include but are not limited to: logic, factual accuracy, selective omission, emotional appeal, distorted evidence, appeals to bias or prejudice, confirmation and source bias.

C4 Rights and Liberties in the United States of America

C4.1 Application of the Bill of Rights

C – 4.1.1 Describe the five essential rights protected by the First Amendment. Through the use of court cases and examples, explore and analyze the scope and limits of First Amendment rights.

Examples may include but are not limited to: *Schenck v. United States*, *Brandenburg v. Ohio*, *Tinker v. Des Moines Independent Community School District*, *Bethel School District v. Fraser*, *Hazelwood School District v. Kuhlmeier*, *Texas v. Johnson*, *New York Times Co. v. United States*, *Village of Skokie v. National Socialist Party*, *Minersville School District v. Gobitis*, *West Virginia State Board of Education v. Barnette*, *Engel v. Vitale*, *Lemon v. Kurtzman*, *Wisconsin v. Yoder*, *NAACP v. Alabama*.

C – 4.1.2 Using the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments, describe the rights of the accused; using court cases and examples, describe the limit and scope of these rights.

Examples may include but are not limited to: search and seizure, right to an attorney, due process, double jeopardy, right to speedy trial, right to impartial jury, right to witnesses, no cruel or unusual punishment. Court cases include, but are not limited to: *Mapp v. Ohio*, *Katz v. United States*, *New Jersey v. T.L.O.*, *Riley v. California*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *Gregg v. Georgia*.

C4.2 Extensions of Civil Rights and Civil Liberties

C – 4.2.1 Explain how the Civil War led to the creation of the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution. Analyze each Amendment's relative effectiveness.

C – 4.2.2 Explain how significant historical events, including but not limited to the suffrage movements and the civil rights movements, resulted in changes to the interpretation of and Amendments to the U.S. Constitution.

Examples may include but are not limited to: suffrage movements (Fifteenth, Nineteenth, Twenty-Third, Twenty-Fourth, Twenty-Sixth Amendments), and the civil rights movements (Twenty-Fourth, Twenty-Sixth Amendments).

C – 4.2.3 Using the Fourteenth Amendment, describe the impact of the doctrine of incorporation, due process of law, and equal protection of law on the articulation and extension of rights.

Examples may include court cases and pieces of legislation that include but are not limited to: Civil Rights Act of 1964, Voting Right Act of 1965, *Barron v. Baltimore*, *Slaughterhouse cases*, *Gitlow v. New York*, *Gideon v. Wainwright*, *Mapp v. Ohio*, *Meyer v. Nebraska*, *Griswold v. Connecticut*, *Roe v. Wade*, *Cantwell v. Connecticut*, *McDonald v. Chicago*, *Shelby County v. Holder*, *Obergefell v. Hodges*, *United States v. Wong Kim Ark*.

C4.3 Examining Tensions and Limits on Rights and Liberties

C – 4.3.1 Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict.

Examples of personal rights include but are not limited to: freedom of thought, conscience, expression, association, movement and residence, privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law.

Examples of political rights include but are not limited to: freedom of speech, press, assembly, and petition; the right to vote and run for public office.

Examples of economic rights include but are not limited to: acquire, use, transfer, and dispose of property; choose one's work, change employment, join labor unions and professional associations; establish and operate a business; copyright protection; enter into lawful contracts; just compensation for the taking of private property for public use.

C – 4.3.2 Describe considerations, criteria, and examples that have been used to deny, limit, or extend protection of individual rights.

Examples may include but are not limited to: clear and present danger; time, place, and manner restrictions on speech; compelling government interest; security; libel or slander; public safety; and equal opportunity.

Examples may include but are not limited to: *Dred Scott*, *Plessy v. Ferguson*, *Korematsu v. United States*.

C5 The United States of America and World Affairs

C5.1 Formation and Implementation of U.S. Foreign Policy

C – 5.1.1 Identify and describe ways in which foreign policy is made including Constitutional powers of the executive, legislative, and judicial branches and how those powers have been clarified or interpreted over time.

Examples may include but are not limited to: Senate treaty ratification powers, Senate advise and consent of political appointments, Congressional declarations of war, War Powers Act of 1973, executive orders and related injunctions, power of the purse.

C – 5.1.2 Analyze past and present examples of U.S. foreign policy, its implementation, and its impact on American and international institutions and individuals.

Examples of policies may include but are not limited to: immigration policies, nuclear treaties, Paris Accords and climate change, war on terrorism, space treaties, privatization and militarism of space, the Spanish-American War, American isolationism, the Atlantic Charter, cold war containment, post-cold war policy, modern treaties, tariffs, trade wars, cyber-security, gag rules.

Examples of implementation may include but are not limited to: diplomacy, sanctions, treaties, military actions, covert actions, Peace Corps, humanitarian aid.

C – 5.1.3 Describe ways in which groups and individuals influence foreign policy.

Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media, individuals' public opinions, interest groups, the media news cycles, think tanks, foreign policy.

C5.2 U.S. Role in International Institutions and Affairs

C – 5.2.1 Analyze the influence and impact of U.S. political, economic, technological, and cultural developments on countries and people around the world.

Examples may include but are not limited to: foreign policy, popular culture, fashion, music, Democratic Values, Constitutional Principles, backlash.

C – 5.2.2 Analyze how international political, economic, technological, and cultural developments impact U.S. institutions and individuals.

Examples may include but are not limited to: multinational corporations, terrorism, regional organizations, trade, migration, human trafficking, telecommunications.

C – 5.2.3 Identify and evaluate the roles and responsibilities of the United States in international governmental organizations including bilateral and multilateral agreements.

Examples may include but are not limited to: the United Nations, North Atlantic Treaty Organization, Organization of American States, USMCA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, Paris Climate Accords, and Nuclear Non-Proliferation Treaty.

C – 5.2.4 Identify and evaluate international non-governmental organizations.

Examples may include but are not limited to: International Red Cross, Amnesty International, Doctors Without Borders.

C6 Citizenship and Civic Participation in the United States of America

C6.1 Citizenship in the United States of America

C – 6.1.1 Describe and evaluate the requirements and process for becoming a citizen of the United States.

C – 6.1.2 Explain how the United States has limited and expanded citizenship over time.

Examples may include but are not limited to: legislation, Constitutional Amendments.

C – 6.1.3 Compare and contrast rights and representation among U.S. people and citizens living in states, territories, federal districts, and on tribally governed land.

Examples may include but are not limited to: District of Columbia, Guam, Puerto Rico, Northern Mariana Islands, U.S. Virgin Islands, American Samoa, Tribal Governments.

C6.2 Rights and Responsibilities in Civic Society

C – 6.2.1 Using examples, explain the rights and responsibilities of U.S. citizens as well all people living in the United States.

Examples unique to citizens include but are not limited to*: voting in national, state, and local elections, serving as a juror, running for elected office.

Examples for all persons living in the United States as lawful permanent residents include but are not limited to: serving in the armed forces, voting in local jurisdictions, serving on some local juries, registering to vote.

Examples for all persons living in the United States include but are not limited to:

- participating in public life.
- participating in political life.
- being informed about laws that govern society.
- respecting and obeying just laws.
- stay informed and attentive about public issues.
- monitoring political leaders and governmental agencies.
- assuming community leadership when appropriate.
- paying taxes.
- registering to vote and voting knowledgeably on candidates and issues.
- performing public service.
- assuming leadership when appropriate.

*incarceration is an exception in some states.

C6.3 Dispositions for Civic Participation

C – 6.3.1 Explain the personal dispositions that contribute to knowledgeable and engaged participation in civic communities.

Examples may include but are not limited to: concern for the well-being of others, civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise, persistence, civic-mindedness, compassion, patriotism, courage, and tolerance for ambiguity.

C – 6.3.2 Explain how informed members of society influence civic life.

Examples may include but are not limited to: obeying just law, disobeying unjust law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.

C6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse

C – 6.4.1 Explain and evaluate how people, individually or collectively, seek to bring the United States closer to its Democratic Values.

C – 6.4.2 Identify, discuss, and analyze methods individuals and/or groups have chosen to attempt social and legal change. Assess the effects of civil disobedience, social movements, demonstrations, protests on society and law.

Examples may include but are not limited to: abolitionists, women's suffrage movement, Civil Rights movement, direct action, sit-down strikes, walk-outs.

C – 6.4.3 Identify and describe a local, state, national, or international public policy issue; research and evaluate multiple solutions; analyze the consequences of each solution and propose, defend, and take relevant action to address or resolve the issue.

Considerations for research may include but are not limited to: primary and secondary sources, legal documents (Constitutions, court decisions, state law), non-text based information (oral speeches/presentations, political cartoons, campaign advertisements), and other forms of political communication (speeches and blogs).

Considerations for analyzing credible sources may include but are not limited to: logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, appeals to bias or prejudice, overall strength of argument.

C – 6.4.4 Equip students with the skills and knowledge to explore multiple pathways for knowledgeable, civic engagement through simulations and/or real-world opportunities for involvement.

Examples may include but are not limited to: trials, school board meetings, congressional hearings, running for office, letters to the editor, political campaigns.

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Judy Pamp, Assistant Director and Educational Director, Zibiwing Center

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Sara Luther, Teacher, West Ottawa Public Schools

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Maggie Parrish, Teacher, Comstock Park Public Schools

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