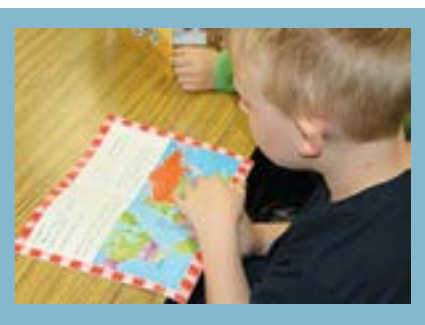


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Michigan K-12 Standards
Social Studies
HS Economics

THE GOALS OF SOCIAL STUDIES

Introduction

Michigan’s Social Studies Content Expectations describe what students should know and be able to do in order to succeed in college, career, and civic life. In 2013, the State of Michigan began revising the content expectations and involved educators from local, ISD, university, and state-level organizations. The project was focused on updating the existing 2007 standards around the charge of “clearer, fewer, and higher” and the result of this work is presented here.

Writing teams met on a regular basis throughout the revision process and several opportunities for public review and commentary were provided. Sessions took place around the state in 2015, 2018, and again in 2019. As a result, a diverse representation of Michigan’s educators and citizens provided additional feedback, which was used to shape the final version of this document.

This document is not intended to be a state curriculum. The revised content in the standards is coupled with the Arc of Inquiry and skills delineated in the C3 Framework. In a “local control” state such as Michigan, each district can use the document as it sees fit to revise curriculum and create a foundation from which it can continue to improve instruction.

Purpose of Social Studies

The purpose of social studies is to promote the knowledge, skills, intellectual processes, and dispositions required of people to be actively engaged in fulfilling their responsibility of civic participation. As members of a culturally diverse, democratic society in an interdependent world, young people need to learn how to make informed and reasoned decisions for the public good. Social studies fosters a renewed and reinvigorated commitment to the ideal, “government of the people, by the people, and for the people,” as expressed by President Lincoln in his *Gettysburg Address*. The expectations outlined below are designed to fulfill that purpose.

Literacy in Social Studies

The digital revolution has fostered a sizable shift not only in how students acquire information, but how educators make social studies more relevant and meaningful. Teachers are welcoming into their classrooms students who have grown up in a world where multiple modes of communication and interaction are an indispensable part of everyday life. Instant communication has made distances between locations practically invisible; the pace of change is now at a staggering rate, and there is a sizable and expanding role of civic participation. As a result, students need to be equipped with a more sophisticated level of literacy than ever before — one that transcends basic technical and functional knowledge and skills.

For many, literacy means different things from a wide variety of perspectives. One constant, however, is that the notion of literacy is often associated with the mastery of the technical skills of oral and written communication, dialogue, and questioning. Today’s society demands an urgent need to move beyond content-based teaching and the application of discipline-specific skill sets (e.g., thinking like a historian, geographer, economist). Critical literacy is the next cerebral step as students move toward an approach to see and “read” themselves and the world.

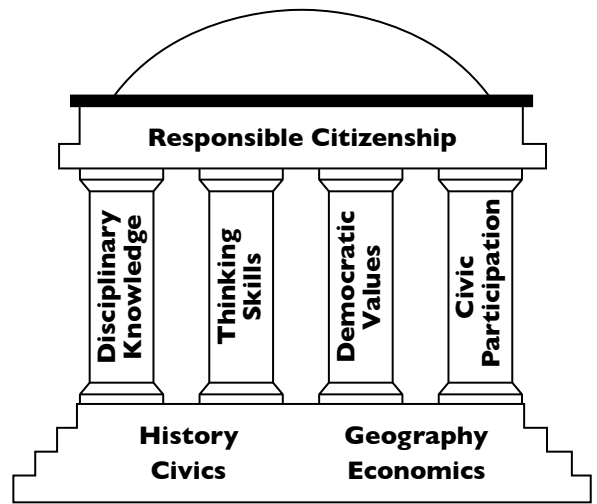
Embedded in literacy practices, critical literacy provides opportunities for students to utilize an integrated approach. Critical literacy has been defined as “learning to read and write as part of the process of becoming conscious of one’s experiences as historically constructed within specific power relations” (Anderson & Irvine, 1982). In simpler terms, critical literacy is about how students evaluate society and possess the necessary abilities and the desire to interact with the world. The combined approach of the skill sets of disciplinary literacy along with the tools of critical literacy for critical thinking empowers students with multiple perspectives and questioning habits. It encourages them to think and take informed action on their decisions through dialogue, civic participation, and their daily decisions about how to live so that they can help make their world better.

The Responsibilities of Civic Participation

Responsible citizenship requires active participation in our communities. Therefore, social studies instruction should engage students so they simultaneously learn about civic participation while being involved in the civic life of their communities, our state, and our nation. Social studies prepares students to participate in political life, to serve their communities, and to conduct themselves responsibly.

Being a responsible student in and beyond the classroom means:

- Using knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform their civic judgments. **(Historical Perspective)**
- Using knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them. **(Geographic Perspective)**
- Understanding American government and politics to make informed decisions about governing and their community. **(Civic Perspective)**
- Using knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of resources. **(Economic Perspective)**
- Using methods of social science investigation to answer questions about society. **(Inquiry)**
- Knowing how, when, and where to construct and express reasoned positions on public issues. **(Public Discourse and Decision Making)**
- Acting constructively to further the public good **(Civic Participation)**



THE C3 FRAMEWORK ARC OF INQUIRY

Dimension 1: Developing Questions and Planning Inquiries

Dimension 2: Applying Disciplinary Concepts and Tools

Dimension 3: Evaluating Sources and Using Evidence

Dimension 4: Communicating Conclusions and Taking Informed Action

C3 Provides a lens for reviewing Michigan Social Studies Content Standards

The College, Career, and Civic Life (C3) Framework

The College, Career, and Civic Life (C3) Framework was developed by more than twenty-six state agencies and social studies organizations over the course of several years. It introduces an Arc of Inquiry that a teacher may find valuable when planning social studies instruction. Inquiry, as an instructional practice, can be a powerful tool for local- or site-level curriculum planning and development, or for teachers in refining their practice.

The Guiding Principles of the C3 Framework

The following principles about high-quality social studies education guided the development of the C3 Framework.

Social studies prepares the nation's young people for college, careers, and civic life. The third "C" — representing civic life — is an essential component of preparation for the future of the United States.

It is in the K-12 social studies classrooms that the youth comprising our future will learn about civil discourse, the history of our families, schools, communities, state, nation and world, and how to be a productive member of society.

Inquiry is at the heart of social studies. It is through identification of questions and problems, studying various disciplinary lenses, learning to use and evaluate sources and evidence, and communicating possible conclusions that students can be prepared to face the challenges of the modern world.

Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. From studying questions like “Who makes up a community?” to grappling with bigger issues like “Can one person change the world?”, the acquisition of both content knowledge and skills is essential.

Social studies emphasizes skills and practices as preparation for democratic decision making. Strong content knowledge, like the standards outlined in the Michigan Social Studies Standards, is only one part of preparing students for life beyond the walls of a school. That content knowledge must be coupled with strong, foundational skills that prepare students to navigate a complex and ever-changing world.

Social studies education should have direct and explicit connections to other standards, both local and national. The Michigan Social Studies Standards outline content that can be further developed at the local level with the addition of local examples. By including portions of the C3 Framework alongside Michigan’s revised standards, districts now have a blueprint for the integration of literacy, social studies content, and other disciplines such as science, art, and the humanities.

The Critical Component: Instructional Shifts of the Frameworks

The C3 Framework represents a substantial shift in the way that social studies was most commonly taught in the past. To meet the changing needs of students in the Information Age, and to prepare them for the challenges of a dynamic world environment, the following instructional shifts are necessary:

1. Inquiry should be a primary form of instruction in all social studies classes.
2. Students (and teachers) should craft investigative questions that matter.
3. Teachers should establish a collaborative context to support student inquiry.
4. Teachers should integrate content and skills meaningfully and in a rigorous manner.
5. Teachers should help students articulate disciplinary literacy practices and outcomes (thinking, reading, writing, speaking like a historian, like a geographer, like an economist, etc.).
6. Teachers should provide, and help students develop, tangible opportunities to take informed action.

Inquiry can be a powerful tool for teaching the content outlined in Michigan’s Grade Level Content Expectations. As humans, we are naturally prone to questioning as we try to make sense of the world around us. While the C3 Framework is not assessed on state-level assessments, such as the M-STEP, it provides guidance for teachers and students on how to practice structured inquiry at the classroom level. It is set up around an instructional arc outlined below, with more information available by downloading the full document from the National Council for the Social Studies. A full copy of the C3 Framework can be found online.

Inquiry Arc

The inquiry arc highlights the structure of and rationale for the organization of the C3 Framework’s four dimensions. The arc focuses on the nature of inquiry in general and the pursuit of knowledge through questions in particular. The C3 Framework, alongside the Michigan Social Studies Content Expectations, connect with the Michigan ELA Standards.

Dimensions and Subsections

The C3 Framework is organized into the four dimensions, which support a robust social studies program rooted in inquiry.

Dimensions 2, 3, and 4 are further broken down into subsections. For example, Dimension 2, Applying

6

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

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 – E2.3.1

Grade Standard Category Standard Expectation

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

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

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

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

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

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

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

6th Grade example: 6 – G4.4.1 = Grade 6, 4th Geography Standard Category, 4th Standard, 1st Expectation

7th Grade example: 7 – W2.1.5 = Grade 7, 2nd WHG Era, 1st Standard, 5th Expectation

MICHIGAN’S PROCESS AND SKILLS STANDARDS

Michigan’s Process and Skills Standards identify the inquiry, communication, evaluation, and decision-making abilities that can be developed in all disciplines and at many grade levels. Local districts and teachers integrate work on inquiry processes and communication skills throughout the curriculum in ways that best respond to the needs of the district’s children.

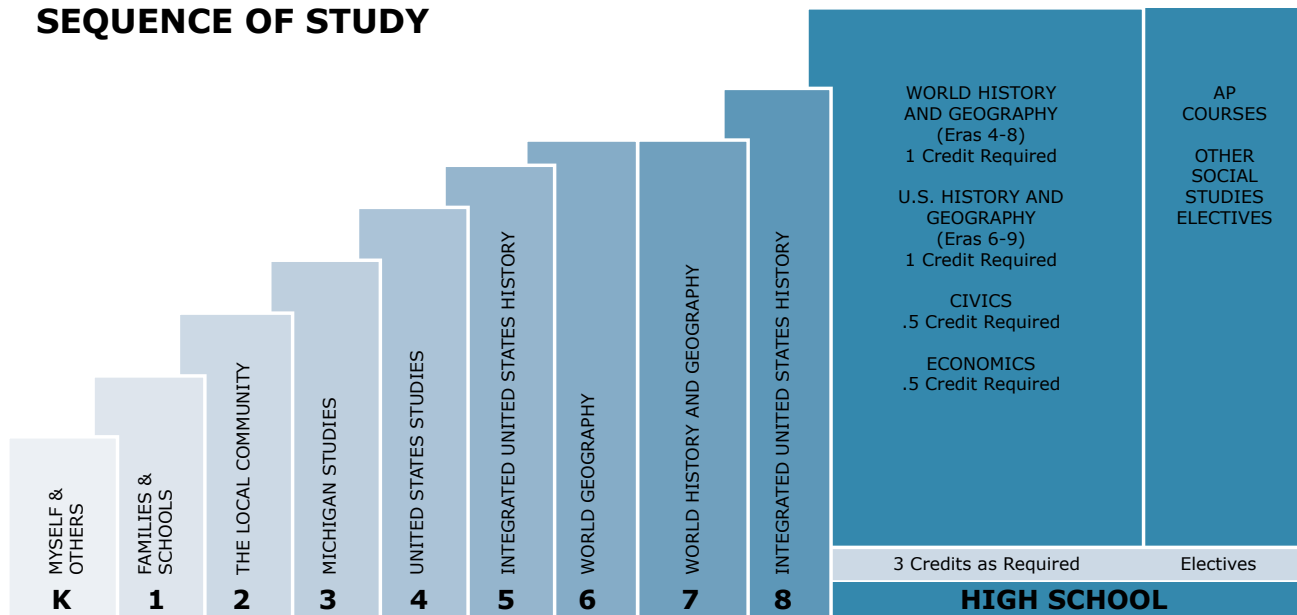
Michigan’s Process and Skills Standards align well with the C3 Arc of Inquiry, as shown below:

THE C3 FRAMEWORK ARC OF INQUIRY		
Dimension 1: Develop Questions and Plan Investigations	Dimension 2: Apply Disciplinary Concepts and Tools Dimension 3: Evaluate Sources and Use Evidence	Dimension 4: Communicate Conclusions and Take Informed Action
<p>P2: Inquiry, Research, and Analysis</p> <p>P2.1 Apply methods of inquiry to investigate social scientific problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about the issue, analyze various perspectives, and generate and evaluate possible alternative solutions.</p>	<p>P1: Reading and Communication – Read and communicate effectively</p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference.</p> <p>P1.4 Express social studies ideas clearly in written, spoken, and graphic forms.</p> <p>P1.5 Present an argument supported with evidence.</p> <p>P2: Inquiry, Research, and Analysis</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p> <p>P2.3 Find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources from multiple perspectives to analyze issues.</p>	<p>P3: Public Discourse and Decision Making P4 Citizen Involvement</p> <p>P3.2 Discuss public policy issues, clarifying issues, considering opposing views, applying Democratic Values or Constitutional Principles, and refining claims.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues.</p> <p>P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.</p> <p>P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.</p>
MICHIGAN CONTENT EXPECTATIONS		

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

USING THE SOCIAL STUDIES GLCE

SEQUENCE OF STUDY



Several considerations are important as teachers use the GLCE to plan instruction.

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

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

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

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

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

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

THE SOCIAL STUDIES STANDARDS AND MICHIGAN LAW:

Michigan Public Act No. 170 of 2016 states:

“Beginning in the 2016-2017 school year, the board of a school district or board of directors of a public school academy shall ensure that the school district’s or public school academy’s social studies curriculum for grades 8 to 12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The legislature recommends a combined total of 6 hours of this instruction during grades 8 to 12.”

Careful attention, review, and revision work was conducted to ensure that the mandate of Public Act No. 170 of 2016 was met with the revisions to the Michigan K-12 Standards for Social Studies. The law also states that genocide instruction may take place over time, between grade levels, and across classes and disciplines. A student may read a compelling novel such as *Night* by Elie Wiesel and learn about the Holocaust in both the context of their English/Language Arts class and either their high school World History and Geography Course (HS-WHG 7.2.3, 7.2.6) or their high school United States History and Geography course (HS-US 7.2.4). A student may also study the Armenian Genocide in both courses, with complementary social studies instruction found in HS-WHG 7.2.1 and 7.2.6.

Opportunities to meet the requirement of this law exist both within the confines of the revised Michigan K-12 Standards for Social Studies and beyond the boundaries of the social studies classroom.

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 positions, considering opposing views, and applying democratic values or Constitutional Principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims expressing and justifying 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 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.

ECONOMICS

Understanding economics — often referred to as economic literacy — is becoming essential for citizens in our national and increasingly interconnected world economy. Productive members of society must be able to identify, analyze, and evaluate the causes and consequences of individual economic decisions and public policy, including issues raised by constraints imposed by scarcity, how economies and markets work, and the benefits and costs of economic interaction and interdependence. Such literacy includes analysis, reasoning, problem solving, and decision making that helps people function as consumers, producers, savers, investors, and responsible citizens.

Students who meet the expectations will understand how economies function and how to apply the concepts and principles of economics to their lives as individuals and as citizens. Understanding and applying these concepts and principles should help students make sense of daily events and enable them to analyze, investigate, and develop reasoned thinking about economic challenges and public policies. To cite the “Goals 2000: Educate America Act” of 1994, the study of economics (among other subjects) should ensure that students learn to “use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation’s modern economy.”

The economics content is necessary for the understanding and the analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions, and public policy. Students analyze and study economic concepts and principles in three contextual areas: the individual and household context; a business context; and a government or public context. Their study is focused around four content areas: the Market Economy; the National Economy; the International Economy; and Personal Finance.

Content in the Market Economy includes much of what is traditionally described as microeconomics. The core content focuses on the importance of scarcity and limited resources; the roles of economic institutions, such as legal systems, corporations, and labor unions in the market economy; the influence of prices and supplies on the interaction of buyers and sellers; and trade-offs and incentives in people’s behavior.

Content in the National Economy includes much of what is traditionally described as macroeconomics. The National Economy content area includes the concepts, terminology, and data used to identify and describe inflation, unemployment, output, and growth; the factors that cause changes in those conditions; the role of money and interest rates in an economy; and the mechanics and the appropriate uses of Federal Reserve monetary policies and federal government fiscal policies.

Content in the International Economy includes the reasons for individuals and businesses to specialize and trade; the rationale for specialization and trade across international borders; and the comparison of the benefits and costs of that specialization and resulting trade for consumers, producers, and governments.

Content in Personal Finance includes the role of economic concepts in understanding personal finance issues and in creating personal finance strategies.

USING THE ECONOMICS HSCE: THINGS TO REMEMBER

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

USES ECONOMICS THINKING

All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using economics habits of mind. In meeting the expectations, students will use such thinking to analyze and interpret information in developing their understanding. These expectations are not intended to stress memory over meaning, or coverage over understanding. While knowledge of names and definitions is essential for economics study, high-quality teaching and learning demand a great deal more than just the mastery of discrete collections of facts or terms.

REQUIRES ACTIVE ECONOMIC INQUIRY

In using economics concepts and habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use economics to understand and participate in the world around us. This calls upon students to frame important economic problems and questions; to locate and analyze appropriate evidence and data; and to apply economic concepts and principles to build reasoned and evidenced-based interpretations, arguments, or decisions. In short, economics should provide Michigan students with the kind of reason and informed decision making that will enable them to function effectively both in their personal lives and as citizens and participants in an increasingly connected world economy.

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 economic 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. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of local curriculum and resources. The examples are not required content but 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.

The Market Economy

- Relevance of limited resources.
- How individuals and institutions make and evaluate decisions.
- The role of incentives.
- How buyers and sellers interact to create markets.
- How these markets allocate resources.
- The economic role of government in a market economy.
- Evaluation of short-run and long-run decisions.
- The comparison of benefits and costs when making a decision.
- The role of entrepreneurs.
- Concepts – scarcity, choice, opportunity costs, supply and demand, profit, competition, incentives, individual incomes, marginal analysis, markets, market structures, elasticity, property rights, market and government failure.

The National Economy

- The data that describe the overall conditions in the U.S. economy.
- The factors that cause changes in those conditions.
- The role of money and interest rates in an economy.
- The mechanics and appropriate use of Federal Reserve monetary and federal government fiscal policies.
- How economies use different systems of allocating goods and services and comparison of the benefits and costs of different methods.
- The ways in which governments generate revenue and use it to supply goods and services.
- The consequences of tax and spending policies to achieve macroeconomic goals.
- Concepts – unemployment, inflation, output, economic growth, money, gross domestic product (GDP), interest rates.

The International Economy

- Reasons for individuals and businesses to specialize and trade, and the rationale for specialization and trade across international borders.
- Comparison of the benefits and costs of specialization and resulting trade for consumers, producers, and governments.
- Understanding that trade brings additional complications.
- Benefit and cost comparison of policies that alter trade barriers between nations.
- The processes and consequences of exchange rate determination.
- Concepts – voluntary exchange, specialization, interdependence, comparative advantage, imports and exports, and barriers to trade (tariffs, quotas).

Personal Finance

- Concepts: earning income, buying goods and services, saving, using credit, financial investing, protecting and insuring.

Adapted from Economics Framework for the 2006 NAEP

E1: The Market Economy

- Individual, Business, and Government Choices
- Competitive Markets
- Prices, Supply, and Demand
- Role of Government

E2: The National Economy

- Understanding National Markets
- Role of Government in the U.S. Economy

E3: The International Economy

- Economic Systems
- Economic Interdependence – Trade

E4: Personal Finance

- Decision Making

Economics Knowledge

- Understand the fundamental constraints imposed by limited resources, the resulting choices people have to make, and the trade-offs they face.
- Understand how economies and markets work and how people function within them.
- Understand the benefits and costs of economic interaction and interdependence among people and nations.

Intellectual Skills

- Economic reasoning.
- Problem solving.
- Decision making.
- Analyzing real-life situations.

Components of Economics Literacy

- The ability to identify, analyze, and evaluate the consequences of individual decisions and public policy.

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

ECONOMICS SECONDARY CONTENT STATEMENT OUTLINE

E1 – THE MARKET ECONOMY

- 1.1 Individual and Business Decision Making
- 1.2 Competitive Markets
- 1.3 Prices, Supply, and Demand
- 1.4 Government Impact on Households and Businesses

E2 – THE NATIONAL ECONOMY

- 2.1 Economic indicators in the Economy
- 2.2 Role of Government in the U.S. Economy

E3 – THE INTERNATIONAL ECONOMY

- 3.1 Economic Systems
- 3.2 Economic Interdependence – Trade

E4 – PERSONAL FINANCE

- 4.1 Decision Making

Sample Economics Compelling and Supporting Question

HS ECONOMICS	Do taxes help or hurt U.S. citizens?	1) In what ways does the government of the United States collect taxes, and how is that money spent? 2) What are the seven different income tax brackets and four categories that U.S. citizens must file under with the United States Internal Revenue Service? 3) How do taxes affect people from different socio-economic backgrounds? Standards Connection: 1.4.3, 1.4.4, 4.1.1
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E1 The Market Economy

1.1 Individual, Business, and Government Decision Making

Individually and collaboratively, students will engage in planned inquiries to explain and demonstrate how individuals confront scarcity, and how market forces influence how they organize, produce, use, and allocate resources in its presence.

1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.

1.1.2 Entrepreneurship – analyze the risks and rewards of entrepreneurship and associate the functions of entrepreneurs with alleviating problems associated with scarcity.

1.1.3 Marginal Analysis – weigh marginal benefits and marginal costs in decision making.

1.2 Competitive Markets

Individually and collaboratively, students will engage in planned inquiries to analyze how the functions and constraints of business structures, the role of price in the market, and relationships of investment to productivity and growth, impact competitive markets.

1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.

Examples may include but are not limited to: banks, labor unions, markets, corporations, co-operatives, sole proprietorships, partnerships, and not-for-profit organizations.

1.2.2 Market Structures – identify the characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly market structures.

Examples may include but are not limited to: number of producers, similarity of products, barriers to entry, control over prices.

1.3 Prices, Supply, and Demand

Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.

1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.

Examples may include but are not limited to: determinants of demand and determinants of supply.

1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.

1.4 Role of Government in the Market

Individually and collaboratively, students will engage in planned inquiries to describe the varied ways in which government impacts households and businesses through policy decisions, regulatory laws, and ordinances, as well as apply key economic elements to how governments and markets allocate resources differently and explain why these differences matter in terms of growth and prosperity across the mass population.

1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.

Examples may include but are not limited to: an increase in the minimum wage, a new tax policy, a change in interest rates, or price controls on the quantity of a good or service.

1.4.2 Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.

1.4.3 Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services.

1.4.4 Market Failure – explain the role for government in addressing both negative and positive externalities.

Examples may include but are not limited to: pollution, vaccinations, education, medical research, government/private partnerships.

1.4.5 Consequences of Governmental Policy – assess the incentives for political leaders to implement policies that disperse costs widely over large groups of people and benefit small and politically powerful groups.

Examples may include but are not limited to: subsidies, tariffs, import quotas.

1.4.6 Price Controls – analyze the impact of price ceilings and price floors on the quantity of a good or service supplied and demanded in a market.

E2 The National Economy of the United States of America

2.1 Understanding National Markets

Individually and collaboratively, students will engage in planned inquiries to explain why inflation, unemployment, output, and growth in potential output matter to consumers and producers, as well as associate stable money and interest rates with economic prosperity.

2.1.1 Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States.

2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.

2.2 Role of Government in the U.S. Economy

Individually and collaboratively, students will engage in planned inquiries to analyze the role of government in the economy of the United States by identifying macroeconomic goals, comparing perspectives on government roles, analyzing fiscal and monetary policy, assessing the protective role of government, and describing the role of government as a producer and consumer of public goods and services. Students will also analyze how governmental decisions on taxation, spending, protections, and regulations impact macroeconomic goals.

2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).

2.2.2 Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights.

Examples may include but are not limited to: parks and highways, national defense, social security, Medicaid, Medicare.

2.2.3 Fiscal Policy and its Consequences – analyze the consequences (intended and unintended) of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.

2.2.4 Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.

E3 The International Economy

3.1 Economic Systems

Individually and collaboratively, students will engage in planned inquiries to explain how different economic systems, including free market, command, and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.

3.1.1 Developing Nations – assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights, and free trade can affect economic growth in developing nations.

3.1.2 International Organizations and the World Economy – evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe.

3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.

Examples may include but are not limited to: GDP, inflation, unemployment.

3.1.4 Impact of Transitional Economies – analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.

3.2 Economic Interdependence – Trade

Individually and collaboratively, students will engage in planned inquiries to describe how trade generates economic development and interdependence, and analyze the benefits and costs for individuals, producers, and governments.

3.2.1 Absolute and Comparative Advantage – use the concepts of absolute and comparative advantages to explain why goods and services are produced in one nation or locale versus another.

3.2.2 Domestic Activity and World Trade – assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade.

Examples may include but are not limited to: tariffs, quotas, export subsidies, product standards, other barriers.

3.2.3 Exchange Rate and World Trade – analyze the effects on trade from a change in an exchange rate between two currencies.

3.2.4 The Global Economy and the Marketplace – analyze and describe how the global economy has changed the interaction of buyers and sellers.

E4 Personal Finance

4.1 Decision Making

Individually and collaboratively, students will engage in planned inquiries to describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.

4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.

Examples may include but are not limited to: interest, dividends, capital appreciation, income support from the government, social security.

4.1.2 Buying Goods And Services – describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.

4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.

4.1.4 Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.

4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.

4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.

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