

Grade: **Kindergarten**

## **HISTORY (H2)**

***Living and Working Together: Use historical thinking to understand the past.***

- K-H2.0.1** Distinguish among yesterday, today, tomorrow.
- K-H2.0.2** Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
- K-H2.0.3** Identify the beginning, middle, and end of historical narratives or stories.
- K-H2.0.4** Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

## **GEOGRAPHY (G1) *The World in Spatial Terms:***

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

- K-G1.0.1** Recognize that maps and globes represent places.
- K-G1.0.2** Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.

## **GEOGRAPHY (G2) Places and Regions:**

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

- K-G2.0.1** Identify and describe places in the immediate environment (e.g., classroom, home, playground).

## **GEOGRAPHY (G5) Environment and Society:**

***Understand the effects of human-environment interactions.***

- K-G5.0.1** Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

## **CIVICS AND GOVERNMENT (C2)**

***Values and Principles of American Democracy***

***Understand values and principles of American constitutional democracy.***

- K-C2.0.1** Identify our country's flag as an important symbol of the United States.
- K-C2.0.2** Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).
- K-C2.0.3** Describe fair ways for groups to make decisions.

## **CIVICS AND GOVERNMENT (C5)**

***Role of the Citizen in American Democracy***

***Explain important rights and how, when, and where***

***American citizens demonstrate their responsibilities by participating in government.***

- K-C5.0.1** Describe situations in which they demonstrated self discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).

**ECONOMICS (E1) Market Economy**

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

- K-E1.0.1** Describe economic wants they have experienced.  
**K-E1.0.2** Distinguish between goods and services  
**K-E1.0.3** Recognize situations in which people trade.

**PUBLIC DISCOURSE, DECISION MAKING  
& CITIZEN INVOLVEMENT (P3.1)**

***Identifying and Analyzing Public Issues***

***Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.***

- K-P3.1.1** Identify classroom issues.  
**K-P3.1.2** Use simple graphs to explain information about a classroom issue.  
**K-P3.1.3** Compare their viewpoint about a classroom issue with the viewpoint of another person.

**PUBLIC DISCOURSE, DECISION MAKING  
& CITIZEN INVOLVEMENT**

***Persuasive Communication about a Public Issue***

***Communicate a reasoned position on a Public Issue***  
(P3.3)

- K-P3.3.1** Express a position on a classroom issue.

**PUBLIC DISCOURSE, DECISION MAKING  
& CITIZEN INVOLVEMENT (P3.3)**

***Citizen Involvement***

***Act constructively to further the public good***

- K-P4.2.1** Develop and implement an action plan to address or inform others about a public issue.  
**K-P4.2.2** Participate in projects to help or inform others.

Grade: 1<sup>st</sup> Grade

## **HISTORY (H2) Living and Working Together in Families and Schools**

***Use historical thinking to understand the past.***

- I – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
- I – H2.0.2 Use a calendar to distinguish among days, weeks & months
- I – H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
- I – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.
- I – H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
- I – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.
- I – H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).

## **GEOGRAPHY (G1) The World in Spatial Terms**

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

- I – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.
- I – G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address).
- I – G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.
- I – G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.

## **GEOGRAPHY (G2) Places and Regions**

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

- I – G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
- I – G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).

## **GEOGRAPHY (G4) Human Systems**

***Understand how human activities help shape the Earth's surface.***

- I – G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

## **GEOGRAPHY (G5) Environment and Society**

***Understand the effects of human-environment interactions.***

- 1 – G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

## **CIVICS & GOVERNMENT (C1)**

***Purposes of Government***

***Explain why people create governments.***

- I – C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).
- I – C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).
- I – C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).

## **CIVICS & GOVERNMENT (C2)**

***Values and Principles of American Democracy***

***Understand values and principles of American constitutional democracy.***

- I – C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).
- I – C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).

## **CIVICS & GOVERNMENT (C5)**

***Roles of the Citizen in American Democracy***

***Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.***

- I – C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
- I – C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).

## **ECONOMICS (E1) Market Economy**

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

- 1 – E1.0.1 Distinguish between producers and consumers of goods and services.
- 1 – E1.0.2 Describe ways in which families consume goods and services
- 1 – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- 1 – E1.0.4 Describe reasons why people voluntarily trade.
- 1 – E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- 1 – E1.0.6 Describe how money simplifies trade.

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT (P3.1)**

***Identifying and Analyzing Public Issues***

***Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.***

- 1 – P3.1.1 Identify public issues in the school community.
- 1 – P3.1.2 Use graphic data to analyze information about a public issue in the school community.
- 1 – P3.1.3 Identify alternative resolutions to a public issue in the school community.

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT (P3.3)**

***Persuasive Communication About a Public Issue***

***Communicate a reasoned position on a public issue.***

- 1 – P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT (P4.2)**

***Citizen Involvement***

***Act constructively to further the public good.***

- 1 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 1 – P4.2.2 Participate in projects to help or inform others.

Grade: 2<sup>ND</sup> Grade

## **HISTORY (H2) Living and Working Together in Communities**

***Use historical thinking to understand the past.***

- 2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2 – H2.0.2 Explain why descriptions of the same event in the local community can be different.
- 2 – H2.0.3 Use an example to describe the role of the individual in creating history.
- 2 – H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- 2 – H2.0.5 Identify a problem in a community's past and describe how it was resolved.
- 2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).

## **GEOGRAPHY (G1) The World in Spatial Terms**

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

- 2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
- 2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.

## **GEOGRAPHY (G2) Places and Regions**

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

- 2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.
- 2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

## **GEOGRAPHY (G4) Human Systems**

***Understand how human activities help shape the Earth's surface.***

- 2 – G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).
- 2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.
- 2 – G4.0.3 Use components of culture (e.g., foods, language, religion,

traditions) to describe diversity in the local community.

## **GEOGRAPHY (G5) Environment and Society**

### ***Understand the effects of human-environment interactions.***

- 2 – G5.0.1** Suggest ways people can responsibly interact with the environment in the local community.
- 2 – G5.0.2** Describe positive and negative consequences of changing the physical environment of the local community.

## **CIVICS & GOVERNMENT (C1)**

### ***Purposes of Government***

#### ***Explain why people create governments.***

- 2 – C1.0.1** Explain why people form governments.
- 2 – C1.0.2** Distinguish between government action and private action.

## **CIVICS & GOVERNMENT (C2)**

### ***Values and Principles of American Democracy***

#### ***Understand values and principles of American constitutional democracy.***

- 2 – C2.0.1** Explain how local governments balance individual rights with the common good to solve local community problems.
- 2 – C2.0.2** Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.

## **CIVICS & GOVERNMENT (C3)**

### ***Structure and Functions of Government***

#### ***Describe the structure of government in the United States and how it functions to serve citizens.***

- 2 – C3.0.1** Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
- 2 – C3.0.2** Use examples to describe how local government affects the lives of its citizens.
- 2 – C3.0.3** Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).

## **CIVICS & GOVERNMENT (C3)**

### ***Roles of the Citizen in American Democracy***

#### ***Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.***

- 2 – C5.0.1** Identify ways citizens participate in community decisions.
- 2 – C5.0.2** Distinguish between personal and civic responsibilities and explain why they are important in community life.
- 2 – C5.0.3** Design and participate in community improvement projects that help or inform others.

(See P4.2.2)



## **ECONOMICS (E1) Market Economy**

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

- 2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.
- 2 – E1.0.2 Identify businesses in the local community.
- 2 – E1.0.3 Describe how businesses in the local community meet economic wants of consumers.
- 2 – E1.0.4 Describe the natural, human, and capital resources needed for production of a good or service in a community.
- 2 – E1.0.5 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT**

***Identifying and Analyzing Public Issues***

***Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.***

(P3.1)

- 2 – P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.
- 2 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- 2 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT (P3.3)**

***Persuasive Communication About a Public Issue***

***Communicate a reasoned position on a public issue.***

- 2 – P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT (P4.2)**

***Citizen Involvement***

***Act constructively to further the public good***

- 2 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 2 – P4.2.2 Participate in projects to help or inform others.



### 3<sup>RD</sup> GRADE

#### HISTORY (H3) History of Michigan (Through Statehood)

Use historical thinking to understand the past.

**3 – H3.0.1** Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)

**3 – H3.0.2** Explain how historians use primary and secondary sources to answer questions about the past.

**3 – H3.0.3** Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).

**3 – H3.0.4** Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.

**3 – H3.0.5** Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.

**3 – H3.0.6** Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.

**3 – H3.0.7** Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

**3 – H3.0.8** Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.

**3 – H3.0.9** Describe how Michigan attained statehood.

**3 – H3.0.10** Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).

#### GEOGRAPHY (G1) The World in Spatial Terms

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

**3 – G1.0.1** Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.

**3 – G1.0.2** Use thematic maps to identify and describe the physical and human characteristics of Michigan.

#### GEOGRAPHY (G2) Places and Regions

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

**3 – G2.0.1** Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.

**3 – G2.0.2** Describe different regions to which Michigan belongs (e.g.,

Great Lakes Region, Midwest).

#### GEOGRAPHY (G4) Human Systems

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

**3 – G4.0.1** Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)

**3 – G4.0.2** Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)

**3 – G4.0.3** Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)

**3 – G4.0.4** Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

#### GEOGRAPHY (G5) Environment and Society

Understand the effects of human-environment interactions.

**3 – G5.0.1** Locate natural resources in Michigan and explain the consequences of their use.

**3 – G5.0.2** Describe how people adapt to, use, and modify the natural resources of Michigan. (H)

#### CIVICS &

#### GOVERNMENT (C1)

Purposes of Government

Explain why people create governments.

**3 – C1.0.1** Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).

#### CIVICS &

#### GOVERNMENT (C2)

Values and Principles of American Government

Understand values and principles of American constitutional democracy.

**3 – C2.0.1** Describe how Michigan state government reflects the principle of representative government.

#### CIVICS &

#### GOVERNMENT (C3)

Structure and Functions of Government

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

**3 – C3.0.1** Distinguish between the roles of state and local government.

**3 – C3.0.2** Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).

**3 – C3.0.3** Identify the three branches of state government in Michigan and the powers of each.

**3 – C3.0.4** Explain how state courts function to resolve conflict.

**3 – C3.0.5** Describe the purpose of the Michigan Constitution.

CIVICS &

GOVERNMENT (C5)

Roles of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

**3 – C5.0.1** Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

ECONOMICS (E1) Market Economy

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

**3 – E1.0.1** Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.

**3 – E1.0.2** Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.

**3 – E1.0.3** Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)

**3 – E1.0.4** Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)

**3 – E1.0.5** Explain the role of business development in Michigan's economic future.

ECONOMICS (E2) National Economy

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

**3 – E2.0.1**

Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).

ECONOMICS (E3) International Economy

Use fundamental principles and concepts of economics to

understand economic activity in the global economy.

**3 – E3.0.1** Identify products produced in other countries and consumed by people in Michigan.

PUBLIC  
DISCOURSE,  
DECISION MAKING  
& CITIZEN  
INVOLVEMENT

Identifying and Analyzing Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

**3 – P3.1.1** Identify public issues in Michigan that influence the daily lives of its citizens.

**3 – P3.1.2** Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.

**3 – P3.1.3** Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.

PUBLIC  
DISCOURSE,  
DECISION MAKING  
& CITIZEN  
INVOLVEMENT

Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

**3 – P3.3.1** Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

PUBLIC  
DISCOURSE,  
DECISION MAKING  
& CITIZEN  
INVOLVEMENT

Citizen Involvement

Act constructively to further the public good.

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

**3 – P4.2.2** Participate in projects to help or inform others.

## 4<sup>TH</sup> GRADE

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

*Use historical thinking to understand the past.*

- 4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)
- What happened?
  - When did it happen?
  - Who was involved?
  - How and why did it happen?
  - How does it relate to other events or issues in the past, in the present, or in the future?
  - What is its significance?
- 4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
- 4 – H3.0.3 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E)
- 4 – H3.0.4 Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)
- 4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)
- 4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)
- 4 – H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG 7.2.4) (G, C, E)
- 4 – H3.0.8 Describe past and current threats to Michigan’s natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G,C, E)
- 4 – H3.0.9 Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.

## **GEOGRPAHY (G1)**

### ***The World in Spatial Terms***

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

- 4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).
- 4 – G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
- 4 – G1.0.3 Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).
- 4 – G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
- 4 – G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States.

## **GEOGRAPHY (G2) Places and Regions**

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

- 4 – G2.0.1 Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).
- 4 – G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.

## **GEOGRAPHY (G4) Human Systems**

***Understand how human activities help shape the Earth's surface.***

- 4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)
- 4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)

## **GEOGRPAHY (G5) Environment and Society**

***Understand the effects of human-environment interactions.***

- 4 – G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States.

## **CIVICS & GOVERNMENT (C1)**

### ***Purposes of Government***

#### ***Explain why people create governments.***

- 4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).
- 4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws.
- 4 – C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.

## **CIVICS & GOVERNMENT (C2)**

### ***Values and Principles of American Democracy***

#### ***Understand values and principles of American constitutional democracy.***

- 4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
- 4 – C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).

## **CIVICS & GOVERNMENT (C3)**

### ***Structure and Functions of Government***

#### ***Describe the structure of government in the United States and how it functions to serve citizens.***

- 4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).
- 4 – C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).
- 4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).
- 4 – C3.0.4 Describe how the powers of the federal government are separated among the branches.
- 4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).



- 4 – C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).
- 4 – C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.

## **CIVICS & GOVERNMENT (C5)**

### ***Roles of the Citizen in American Democracy***

***Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.***

- 4 – C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
- 4 – C5.0.2 Describe the relationship between rights and responsibilities of citizenship.
- 4 – C5.0.3 Explain why rights have limits.
- 4 – C5.0.4 Describe ways citizens can work together to values and principles of American democracy.

## **ECONOMICS (E1) Market Economy**

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

- 4 – E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).
- 4 – E1.0.2 Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).
- 4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.
- 4 – E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).
- 4 – E1.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)
- 4 – E1.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).
- 4 – E1.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.
- 4 – E1.0.8 Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H)

## **ECONOMICS (E2) National Economy**

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

- 4 – E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT**

***Identifying and Analyzing Public Issues***

***Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.***

- 4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.
- 4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
- 4 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT**

***Persuasive Communication about a Public Issue***

***Communicate a reasoned position on a public issue.***

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

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT**

***Citizen Involvement***

***Act constructively to further the public good.***

- 4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 4 – P4.2.2 Participate in projects to help or inform others.  
changes in competition). (H)

## **ECONOMICS (E3) International Economy**

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

- 4 – E3.0.1 Describe how global competition affects the national promote the economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

**PUBLIC DISCOURSE, DECISION MAKING  
& CITIZEN INVOLVEMENT**

***Identifying and Analyzing Public Issues***

***Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.***

- 4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.
- 4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
- 4 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

**PUBLIC DISCOURSE, DECISION MAKING  
& CITIZEN INVOLVEMENT**

***Persuasive Communication about a Public Issue***

***Communicate a reasoned position on a public issue.***

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

**PUBLIC DISCOURSE, DECISION MAKING  
& CITIZEN INVOLVEMENT**

***Citizen Involvement***

***Act constructively to further the public good.***

- 4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 4 – P4.2.2 Participate in projects to help or inform others.

## 5<sup>TH</sup> GRADE

### U1 USHG ERA 1-BEGINNINGS TO 1620 (U1.1)

#### ***American Indian Life in the Americas***

#### ***Describe the life of peoples living in North America before European exploration.***

- 5 – U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).  
(National Geography Standard 1, p. 144)
- 5 – U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.  
(National Geography Standard 14, p. 171)
- 5 – U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.  
(National Geography Standard 11, p. 164, C, E)

### U1 USHG ERA 1-BEGINNINGS TO 1620 (U1.2)

#### **European Exploration**

#### ***Identify the causes and consequences of European exploration and colonization.***

- 5 – U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.  
(National Geography Standard 1, p. 144, C)
- 5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).  
(National Geography Standard 13, p. 169, C, E)

### U1 USHG ERA 1-BEGINNINGS TO 1620 (U1.3)

#### ***African Life Before the 16th Century***

#### ***Describe the lives of peoples living in western Africa prior to the 16th century.***

- 5 – U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).  
(National Geography Standard 1, p. 144)
- 5 – U1.3.2 Describe the life and cultural development of people living in western Africa before the 16<sup>th</sup> century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.  
(National Geography Standard 10, p. 162)

## U1 USHG ERA 1-BEGINNINGS TO 1620 (U1.4)

### Three World Interactions

***Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.***

- 5 – U1.4.1** Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (National Geography Standard 10, p. 162)
- 5 – U1.4.2** Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (National Geography Standard 12, p. 167, C,E)
- 5 – U1.4.3** Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (National Geography Standard 10, p. 162, C, E)
- 5 – U1.4.4** Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (National Geography Standard 11, p. 164, E)

## U2 USHG ERA 2 –COLONIZATION & SETTLEMENT(1585-1763)

### *European Struggle for Control of North America*

***Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.***

- 5 – U2.1.1** Describe significant developments in the Southern colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167)
  - establishment of Jamestown (National Geography Standard 4, p. 150)
  - development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (National Geography Standard 11, p. 164)
  - relationships with American Indians (e.g., Powhatan) (National Geography Standard 10, p. 162)
  - development of colonial representative assemblies (House of Burgesses) (National Geography Standard 5, p. 152)
  - development of slavery
- 5 – U2.1.2** Describe significant developments in the New England colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167)
  - relations with American Indians (e.g., Pequot/King Phillip's War) (National Geography Standard 10, p. 162)

- growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (National Geography Standard 15, p. 173)
- the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (National Geography Standard 13, p. 169)
- religious tensions in Massachusetts that led to the establishment of other colonies in New England (National Geography Standard 13, p. 169 C, E)

- 5 – U2.1.3 Describe significant developments in the Middle Colonies, including
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167)
  - the growth of Middle Colonies economies (e.g., breadbasket) (National Geography Standard 7, p. 156)
  - The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies
  - immigration patterns leading to ethnic diversity in the Middle Colonies (National Geography Standard 10, p. 162, C, E)
- 5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (National Geography Standard 12, p. 167)

## **U2 USHG ERA 2 –COLONIZATION & SETTLEMENT (1585-1763)**

### ***European Slave Trade and Slavery in Colonial America***

***Analyze the development of the slave system in the Americas and its impact upon the life of Africans.***

- 5 – U2.2.1 Describe Triangular Trade including
- the trade routes
  - the people and goods that were traded
  - the Middle Passage
  - its impact on life in Africa (National Geography Standards 9, and 11; pp. 160 and 164 E)
- 5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. (National Geography Standard 5, p. 152)
- 5 – U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (National Geography Standard 10, p. 162)

## **U2 USHG ERA 2 –COLONIZATION & SETTLEMENT (1585-1763)**

### ***Life in Colonial America***

***Distinguish among and explain the reasons for regional differences in colonial America.***

- 5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148)



- 5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173)
- 5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (National Geography Standard 6, p. 154)
- 5 – U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)
- 5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America (National Geography Standard 6, p. 154)

### **U3 USHG ERA 3 REVOLUTION & THE NEW NATION (1754-1800)**

#### ***Causes of the American Revolution***

#### ***Identify the major political, economic, and ideological reasons for the American Revolution.***

- 5 – U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (National Geography Standard 13 p. 169 C, E)
- 5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.
- 5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).
- 5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)
- 5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)
- 5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
- 5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the



- decision to declare independence. (C)
- 5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

### **U3 USHG ERA 3 REVOLUTION & THE NEW NATION (1754-1800)**

#### ***The American Revolution and Its Consequences***

***Explain the multi-faceted nature of the American Revolution and its consequences.***

- 5 – U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (National Geography Standard 4, p. 150, E)
- 5 – U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
- 5 – U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.
- 5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (National Geography Standard 13, p. 169, C)

### **U3 USHG ERA 3 REVOLUTION & THE NEW NATION (1754-1800)**

#### ***Creating New Government(s) and a New Constitution***

***Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.***

- 5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation. (C)
- 5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (National Geography Standard 13, p. 169, C)
- 5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
- 5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (National Geography Standard 9, p. 160, C)
- 5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
- 5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)
- 5 – U3.3.7 Describe the concern that some people had about individual

rights and why the inclusion of a Bill of Rights was needed for ratification. (C)

- 5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

**PUBLIC DISCOURSE, DECISION MAKING  
& CITIZEN INVOLVEMENT (P3, P4)**

***Identifying and Analyzing Public Issues***

***Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.***

- 5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.
- 5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.
- 5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on constitutional issues in the United States.

**PUBLIC DISCOURSE, DECISION MAKING  
& CITIZEN INVOLVEMENT (P3, P4)**

***Persuasive Communication About a Public Issue***

***Communicate a reasoned position on a public issue.***

- 5 – P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.

**PUBLIC DISCOURSE, DECISION MAKING  
& CITIZEN INVOLVEMENT (P3, P4)**

***Act constructively to further the public good.***

- 5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 5 – P4.2.2 Participate in projects to help or inform others

## 6<sup>TH</sup> GRADE

### **HISTORY (H1) The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)**

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

#### **HISTORY (H1.1) Temporal Thinking**

***Use historical conceptual devices to organize and study the past.***

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.

**6 – H1.1.1** Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

**6 – H1.1.2** Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).

#### **HISTORY (H1.2) Historical Inquiry and Analysis**

***Use historical inquiry and analysis to study the past.***

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Western Hemisphere.

**6 – H1.2.1** Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

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

- outcomes followed.
- 6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
  - 6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.
  - 6 – H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.

## **HISTORY (H1.4) Historical Understanding**

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

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

- 6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- 6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.
- 6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

## **WORLD HISTORY & GEOGRAPHY (W1)**

### ***WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.***

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

## **WORLD HISTORY & GEOGRAPHY (W1.1)**

### ***Peopling of the Earth***

Describe the spread of people in the Western Hemisphere in Era 1. In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in the Americas.

- 6 – W1.1.1 Describe the early migrations of people among Earth's continents (including the Beringia Land Bridge).
- 6 – W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

## **WORLD HISTORY & GEOGRAPHY (W1.2.1)**

### ***Agricultural Revolution***

Describe the Agricultural Revolution and explain why it is a turning point in history. The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

- 6 – W1.2.1** Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).
- 6 – W1.2.2** Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).
- 6 – W1.2.3** Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

## **WORLD HISTORY & GEOGRAPHY (W2)**

### ***WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.***

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.

## **WORLD HISTORY & GEOGRAPHY (W2.1)**

### ***Early Civilizations and Early Pastoral Societies***

Describe the characteristics of early Western Hemisphere civilizations and pastoral societies. During this era early agrarian civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed cultures that reflected the geography and resources that enabled them to inhabit the more challenging physical environments such as the tundra and semi-arid regions of North and South America.

- 6 – W2.1.1** Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.
- 6 – W2.1.2** Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).
- 6 – W2.1.3** Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).
- 6 – W2.1.4** Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division

of labor).

## **WORLD HISTORY & GEOGRAPHY (W3)**

### ***WHG Era 3 – Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.***

(Note: Mayan, Aztec, and Incan societies had their beginnings in Era 3 but became more prominent as civilizations in Era 4.) Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment. Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region. (Grade 6)

## **WORLD HISTORY & GEOGRAPHY(W3.1)**

### ***Classical Traditions and Major Empires in the Western Hemisphere***

Describe empires and agrarian civilizations in Mesoamerica and South America. Civilizations and empires that emerged during this era were noted for their political, economic and social systems and their changing interactions with the environment and the agrarian civilizations that emerged in Mesoamerica and South America.

- 6 – W3.1.1** Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.
- 6 – W3.1.2** Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).
- 6 – W3.1.3** Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.
- 6 – W3.1.4** Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.
- 6 – W3.1.5** Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).

## **GEOGRAPHY (G1)**

### ***The World in Spatial Terms: Geographical Habits of Mind***

Describe the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to



organize information and inform their study of the world.

## **GEOGRAPHY (G1)**

### ***Spatial Thinking***

Use maps and other geographic tools to acquire and process information from a spatial perspective. Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Western Hemisphere, and, finally, focus on a specific place.

- 6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).

## **GEOGRAPHY (G1.2)**

### ***Geographical Inquiry and Analysis***

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context. Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing the information, and presenting the results of the inquiry.

- 6 – G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- 6 – G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.
- 6 – G1.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.



- 6 – G1.2.5** Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
- 6 – G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

### **GEOGRAPHY (G1.3)**

#### ***Geographical Understanding***

Use geographic themes, knowledge about processes and concepts to study the Earth. The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

- 6 – G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – G1.3.2** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 6 – G1.3.3** Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

### **GEOGRAPHY (G.2)**

#### ***Places and Regions***

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

- G2.1** Physical Characteristics of Place  
Describe the physical characteristics of places.
- 6 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – G2.1.2** Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using

- information from GIS, remote sensing, and the World Wide Web.
- G2.2 Human Characteristics of Place  
Describe the human characteristics of places.
- 6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).
- 6 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).

## **GEOGRAPHY (G3)**

### ***Physical Systems***

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

#### G3.1 **Physical Processes**

Describe the physical processes that shape the patterns of the Earth's surface

- 6 – G3.1.1 Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).

#### G3.2 **Ecosystems**

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

- 6 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
- 6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

## **GEOGRAPHY (G4)**

### ***Human Systems***

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

## **GEOGRAPHY (4.1)**

### ***Cultural Mosaic***

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

- 6 – G4.1.1** Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

## **GEOGRAPHY (4.2)**

### ***Technology Patterns and Networks***

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

- 6 – G4.2.1** List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).

## **GEOGRAPHY (G4.3)**

### ***Patterns of Human Settlement***

Describe patterns, processes, and functions of human settlement.

- 6 – G4.3.1** Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).
- 6 – G4.3.2** Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).

## **GEOGRAPHY (G4.4)**

### ***Forces of Cooperation and Conflict***

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

- 6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 6 – G4.4.2 Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.

## **GEOGRAPHY (G5)**

### ***Environment and Society***

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

## **GEOGRAPHY (G5.1)**

### ***Humans and the Environment***

Describe how human actions modify the environment

- 6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
- 6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).
- 6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).

## **GEOGRAPHY (G5.2)**

### ***Physical and Human Systems***

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

- 6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).

## **GEOGRAPHY (G6)**

### ***Global Issues Past and Present (H1.4.3, G1.2.6)***

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

## **GEOGRAPHY (G6.1)**

### ***Global Topic Investigation and Issue Analysis (P2)***

Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects. (National Geography Standards 17 and 18, p. 179 and 181)

**6 – G6.1.1 *Contemporary Investigations*** – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

#### ***Contemporary Investigation Topics***

***Global Climate Change*** – Investigate the impact of global climate change and describe the significance for human/environment relationships.

***Globalization*** – Investigate the significance of globalization and describe its impact on international economic and political relationships.

***Migration*** – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.

***Human-Environmental Interactions*** – Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future.

***Natural Disasters*** – Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.

**6 – G6.1.2** Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

## **Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography**

### **WHG Era 1**

**Population Growth and Resources** – Investigate how population growth affects resource availability.

**Migration** – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

### **WHG Era 2**

**Sustainable Agriculture** – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

### **WHG Era 3**

**Development** – Investigate economic effects on development in a region and its ecosystems and societies.

## **CIVICS & GOVERNMENT (C1)**

### **Purposes of Government**

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

## **CIVICS & GOVERNMENT (C1.1)**

### ***Nature of Civic Life, Politics, and Government***

Describe Civic Life, Politics, and Government and explain their relationships.

**6 – C1.1.1** Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).

## **CIVICS & GOVERNMENT (C3)**

### ***Structure and Functions of Government***

Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

## **CIVICS & GOVERNMENT (C3.6)**

### ***Characteristics of Nation-States***

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

**6 – C3.6.1** Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.

**6 – C3.6.1** Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.



## **CIVICS & GOVERNMENT (C4)**

### ***Relationship of United States to Other Nations AND World Affairs***

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

## **CIVICS & GOVERNMENT (C4.3)**

### ***Conflict and Cooperation Between and Among Nations***

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

- 6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).
- 6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights)
- 6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

## **ECONOMICS (E1)**

### ***The Market Economy***

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

## **ECONOMICS (E1.1)**

### ***Individual, Business, and Government Choices***

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

- 6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).

## **ECONOMICS (E2)**

### ***The National Economy***

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



## **ECONOMICS (E2.3)**

### ***Role of Government***

Describe how national governments make decisions that affect the national economy

- 6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

## **ECONOMICS (E3)**

### ***International Economy***

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

## **ECONOMICS (E3.1)**

### ***Economic Interdependence***

Describe patterns and networks of economic interdependence, including trade.

- 6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.
- 6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).
- 6 – E3.1.3 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).

## **ECONOMICS (E3.3)**

### ***Economic Systems***

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

- 6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT (P3.1)**

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

- 6 – P3.1.1** Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- Identify public policy issues related to global topics and issues studied.
  - Clearly state the issue as a question of public policy orally or in written form.
  - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
  - Identify the causes and consequences and analyze the impact, both positive and negative.
  - Share and discuss findings of research and issue analysis in group discussions and debates.
  - Compose a persuasive essay justifying the position with a reasoned argument.
  - Develop an action plan to address or inform others about the issue at the local to global scales.

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT (P4.2)**

### ***Citizen Involvement***

#### ***Act constructively to further the public good.***

- 6 – P4.2.1** Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 6 – P4.2.2** Engage in activities intended to contribute to solving a national or international problem studied.
- 6 – P4.2.3** Participate in projects to help or inform others (e.g., service learning projects).

## 7<sup>TH</sup> GRADE

### HISTORY (H1)

#### ***The World in Temporal Terms: Historical Habits of Mind (foundational expectations addressed in grade 6)***

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

### HISTORY (H1.1)

#### ***Temporal Thinking***

Use historical conceptual devices to organize and study the past.

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.

- 7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).

### HISTORY (H1.2)

#### ***Historical Inquiry and Analysis***

Use historical inquiry and analysis to study the past. History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Eastern Hemisphere.

- 7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or

- outcomes followed.
- 7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
  - 7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.
  - 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.
  - 7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.

## **HISTORY (H1.4)**

### ***Historical Understanding***

Use historical concepts, patterns, and themes to study the past. Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

- 7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- 7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity
- 7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

## **WORLD HISTORY & GEOGRAPHY (W1)**

### ***WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.***

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

#### ***WHG (W1.1) Peopling of the Earth***

Describe the spread of people in the Eastern Hemisphere in Era 1. In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in Africa, Eurasia, and Australia.

- 7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments
- 7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia

#### ***WHG (W1.2) Agricultural Revolution***

Describe the Agricultural Revolution and explain why it was a turning point in history. The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

- 7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).
- 7 – W1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
- 7 – W1.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).

## **WORLD HISTORY & GEOGRAPHY (W2)**

### ***WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.***

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.

#### ***WHG (W2.1) Early Civilizations and Early Pastoral Societies***

Analyze early Eastern Hemisphere civilizations and pastoral societies. During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.

- 7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture
  - verbal vocalizations
  - standardization of physical (rock, bird) and abstract (love, fear) words
  - pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)
- 7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

- 7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
- 7 – W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

### **WORLD HISTORY & GEOGRAPHY(W3)**

#### ***WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.***

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.

During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions,

#### ***WHG (W3.1) Classical Traditions in Regions of the Eastern Hemisphere***

Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.

- 7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).
- 7 – W3.1.1 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.
- 7 – W3.1.2 Compare and contrast the defining characteristics of a citystate, civilization, and empire
- 7 – W3.1.3 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
- 7 – W3.1.4 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.



- 7 – W3.1.5 Use historic and modern maps to locate and describe trade networks among empires in the classical era.
- 7 – W3.1.6 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).
- 7 – W3.1.7 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.8 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.
- 7 – W3.1.9 Create a time line that illustrates the rise and fall of classical empires during the classical period.

### **WHG (W3.2) Growth and Development of World Religions**

Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.) Six of the world's major faiths and ethical systems emerged establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

- 7 – W3.2.1 Identify and describe the beliefs of the five major world religions.
- 7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.
- 7 – W3.2.3 Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.  
(National Geography Standard 6, p. 73)

### **GEOGRAPHY (G1) The World in Spatial Terms: Geographical Habits of Mind (foundational expectations addressed in grade 6)**

Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making.

Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

### ***GEOGRAPHY (G1.1) Spatial Thinking***

Use maps and other geographic tools to acquire and process information from a spatial perspective. Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Eastern Hemisphere, and, finally, focus on a specific place.

**7 – G1.1.1** Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

**7 – G1.1.2** Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).

### ***GEOGRAPHY (G1.2) Geographical Inquiry and Analysis***

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context. Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.

**7 – G1.2.1** Locate the major landforms, rivers and climate regions of the Eastern Hemisphere

**7 – G1.2.2** Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.

**7 – G1.2.3** Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

**7 – G1.2.4** Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population

**7 – G1.2.5** Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.

**7 – G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information,

and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

## **GEOGRAPHY (G1.3)**

### **Geographical Understanding**

Use geographic themes, knowledge about processes and concepts to study the Earth. The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

- 7 – G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 7 – G1.3.2** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns
- 7 – G1.3.3** Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

## **GEOGRAPHY (G2)**

### ***Places and Regions***

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

## **GEOGRAPHY (G2.1)**

### ***Physical Characteristics of Place***

Describe the physical characteristics of places.

- 7 – G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – G2.1.2** Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

## **GEOGRAPHY (G2.2)**

### ***Human Characteristics of Place***

Describe the human characteristics of places.

- 7 – G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China,

increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

- 7 – G2.2.3** Analyze how culture and experience influence people’s perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

## **GEOGRAPHY (G3)**

### ***Physical Systems***

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

## **GEOGRAPHY (G3.1)**

### ***Physical Processes***

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

- 7 – G3.1.1** Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).

## **GEOGRAPHY (G3.2)**

### ***Ecosystems***

Describe the characteristics and spatial distribution of ecosystems on the Earth’s surface. The characteristics of major ecosystems on Earth’s surface include forests, deserts, grasslands, mountains, high latitude/polar and the temperature and precipitation patterns that cause them.

- 7 – G3.2.1** Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).
- 7 – G3.2.2** Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China’s humid east and arid west and the effects of irrigation technology).

## **GEOGRAPHY (G4)**

### ***Human Systems***

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

## **GEOGRAPHY (G4.1)**

### ***Cultural Mosaic***

Describe the characteristics, distribution and complexity of Earth's cultural mosaic. People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.

7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

7 – G4.1.2 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.

## **GEOGRAPHY (G4.2)**

### ***Technology Patterns and Networks***

Describe how technology creates patterns and networks that connect people, products and ideas. Technology affects the patterns and networks that develop on Earth and that enable people, products, and ideas to be exchanged.

7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).

## **GEOGRAPHY (G4.3)**

### ***Patterns of Human Settlement***

Describe patterns, processes and functions of human settlement. Human settlements have a powerful influence in shaping the world's different cultural mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and ideas (scientific, technological, religious).

7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become decertified in Africa).

- 7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

## **GEOGRAPHY (G4.4)**

### ***Forces of Cooperation and Conflict***

Explain how forces of conflict and cooperation among people influence the division and control of the Earth’s surface. Forces of cooperation and conflict divide Earth’s space and involve the control of land, resources, strategic routes, and domination of other peoples

- 7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).
- 7 – G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).

## **GEOGRAPHY (G5)**

### ***Environment and Society***

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

## **GEOGRAPHY (G5.1)**

### ***Humans and the Environment***

Describe how human actions modify the environment.

- 7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).
- 7 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).
- 7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in



river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

## **GEOGRAPHY (G5.2)**

### ***Physical and Human Systems***

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

**7 – G5.2.1** Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh)

## **GEOGRAPHY (G6)**

### **Global Issues Past and Present (H1.4.3, G1.2.6)**

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

## **GEOGRAPHY (G6.1)**

### **Public Discourse, Decision Making, and Citizen Involvement (P3, P4)**

Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects. (National Geography Standards 17 and 18, p. 179 and 181)

**7 – G6.1.1** Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

#### ***Contemporary Investigation Topics***

***Conflict, Stability, and Change*** – Investigate the significance of conflict, stability, and change in governmental systems within the region.

***Diversity and Nationalism*** – Investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences.

***Urbanization*** – Investigate urbanization and its consequences for the world's population.

***Oil and Society*** – Investigate the significance of how oil has changed nations as both consumers and producers of this natural resource.

***Children in the World*** – Investigate issues affecting children such as health, labor, and war.

***Regional Cooperation*** – Explain the significance of and barriers to regional cooperation.

**7 – G6.1.2** Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

***Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography WHG Era 1***

***Population Growth and Resources*** – Investigate how population growth affects resource availability.

***Migration*** – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

***WHG Era 2***

***Sustainable Agriculture*** – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

***WHG Era 3***

***Development*** – Investigate economic effects on development in a region and its ecosystems and societies.

***Religious Conflict*** – Investigate conflict that arises from varying religious beliefs.

**CIVICS & GOVERNMENT (C1)**

***Purposes of Government***

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

C & G (C1.1) Nature of Civic Life, Politics, and Government Describe civic life, politics and government and explain their relationships. Political scientists analyze why people engage in the political process; the role citizens play in civic life; the concepts of power, authority, sovereignty, and legitimacy; and competing arguments about the purpose and necessity of government.

**7 – C1.1.1** Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

## **CIVICS & GOVERNMENT (C3)**

### ***Structure and Functions of Government***

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

## **CIVICS & GOVERNMENT (C3.6)**

### ***Characteristics of Nation-States***

Describe the characteristics of nation-states and how nation-states may interact. The world is organized politically into nation-states; each nation-state claims sovereignty over a defined territory and jurisdiction and everyone in it; these nation-states interact with one another using formal agreements and sanctions, which may be peaceful or may involve the use of force.

**7 – C3.6.1** Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.

## **CIVICS & GOVERNMENT (C4)**

### ***Relationship of United States to Other Nations and World Affairs***

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force and threat of force.

## **CIVICS & GOVERNMENT (C4.3)**

### ***Conflict and Cooperation Between and Among Nations***

Explain the various ways that nations interact both positively and negatively. Governmental and nongovernmental organizations provide avenues through which nation-states can interact and attempt to manage their affairs and conflicts peacefully.

**7 – C4.3.1** Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).

**7 – C4.3.2** Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

**7 – C4.3.3** Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).

## **ECONOMICS (E1)**

### ***The Market Economy***

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

## **ECONOMICS (E1.1)**

### ***Individual, Business, and Government Choices***

Describe how individuals, businesses, and governments make economic decisions when confronting scarcity in the market economy. Individuals, businesses, industries, and governments confront scarcity and choice when organizing, producing and using productive resources (land, labor, capital) to supply the market place.

7 – E1.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).

7 – E1.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).

## **ECONOMICS (E2)**

### ***The National Economy***

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

## **ECONOMICS (E2.3)**

### ***Role of Government***

Describe how national governments make decisions that affect the national economy. Governmental decisions on taxation, spending, protections, and regulation affect the national economy.

7 – E2.3.1 Explain how national governments make decisions that Impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

## **ECONOMICS (E3)**

### ***International Economy***

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

## **ECONOMICS (E3.1)**

### ***Economic Interdependence***

Describe patterns and networks of economic interdependence, including trade.

Economic interdependence (trade) and economic development result in challenges and benefits for individuals, producers, and governments.

- 7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).
- 7 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).
- 7 – E3.1.3 Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period
- 7 – E3.1.4 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).

## **ECONOMICS (E3.3)**

### ***Economic Systems***

Describe how societies organize to allocate resources to produce and distribute goods and services. An economic system is the institutional framework that a society uses to allocate its resources to produce and distribute goods and services. Every modern economy is a “mixed system,” having some features characteristic of traditional, command, and market economies. The “mix” varies from one economy to another.

- 7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT (P3.1)**

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

- 7 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group

discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

- Identify public policy issues related to global topics and issues studied.
- Clearly state the issue as a question of public policy orally or in written form.
- Use inquiry methods to acquire content knowledge and appropriate data about the issue.
- Identify the causes and consequences and analyze the impact, both positive and negative.
- Share and discuss findings of research and issue analysis in group discussions and debates.
- Compose a persuasive essay justifying the position with a reasoned argument.
- Develop an action plan to address or inform others about the issue at the local to global scales.

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT (P4.2)**

### ***Citizen Involvement***

#### ***Act constructively to further the public good.***

- 7 – P4.2.1** Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 7 – P4.2.2** Engage in activities intended to contribute to solving a national or international problem studied.
- 7 – P4.2.3** Participate in projects to help or inform others (e.g., service learning projects).



## 8<sup>TH</sup> GRADE

### **POLITICAL INTELLECTUAL TRANSFORMATIONS (F1)**

#### ***Foundation S IN United States History & Geography ERAs 1-3***

These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history studied in 5th grade.

To set the stage for the study of U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of these politics and intellectual understandings.

### **POLITICAL & INTELLECTUAL TRANSFORMATIONS (F1.1)**

#### ***Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing***

- colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2)
- experiences with self-government (e.g., House of Burgesses and town meetings) (C2)
- changing interactions with the royal government of Great Britain after the French and Indian War (C2)

### **POLITICAL & INTELLECTUAL TRANSFORMATIONS (F1.2)**

#### ***Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing***

- colonists' views of government
- their reasons for separating from Great Britain. (C2)

### **POLITICAL & INTELLECTUAL TRANSFORMATIONS (F1.3)**

#### ***Describe the consequences of the American Revolution by analyzing the***

- birth of an independent republican government (C2)
- creation of Articles of Confederation (C2)
- changing views on freedom and equality (C2)
- and concerns over distribution of power within governments, between government and the governed, and among people (C2)

### **U3 USHG ERA 3 – REVOLUTION & THE NEW NATION (U3)**

#### **REVOLUTION & THE NEW NATION (U3.3)**

##### ***Creating New Government(s) and a New Constitution***

Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. [Foundations for Civics HSCE Standard 2.2.]

Note: Expectations U3.3.1–U3.3.5 address content that was

introduced in Grade 5, but ask for explanation and analysis at a higher level than expected in Grade 5. They are included here to support in-depth discussion of the historical and philosophical origins of constitutional government in the United States.

(U3.3.6)

- 8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). (C2)
- 8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)
- 8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
- 8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.
- 8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (National Geography Standard 3, p. 148)
- 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)
- 8 – U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)

#### **U4 USHG ERA 4 – EXPANSION & REFORM (1792-1861)**

##### **EXPANSION & REFORM (1792-1861) (U4.1)**

##### ***Challenges to an Emerging Nation***

***Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.***

- 8 – U4.1.1 Washington's Farewell – Use Washington's Farewell Address to analyze the most significant challenges the new

nation faced and the extent to which subsequent Presidents heeded Washington's advice. (C4)

- 8 – U4.1.2 Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)  
(National Geography Standard 13, p. 169)
- 8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over
- relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) (C3)  
(National Geography Standard 13, p. 169)
  - foreign relations (e.g., French Revolution, relations with Great Britain) (C3)  
(National Geography Standard 13, p. 169)
  - economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)
- 8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCulloch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). (C3, E1.4, 2.2)

## **EXPANSION & REFORM (1792-1861) (U4.2)**

### ***Regional and Economic Growth***

***Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.***

- 8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of
- agriculture, including changes in productivity, technology, supply and demand, and price (E1.3, 1.4)  
(National Geography Standard 14, p. 171)
  - industry, including entrepreneurial development of new industries, such as textiles (E1.1)

- the labor force including labor incentives and changes in labor forces (E1.2)
  - transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148)
  - immigration and the growth of nativism (National Geography Standard 9, p. 160)
  - race relations
  - class relations
- 8 – U4.2.2** The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.
- 8 – U4.2.3** Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p.154)
- 8 – U4.2.4** Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) (National Geography Standard 13, p. 169)

## **EXPANSION & REFORM (1792-1861)(U4.3)**

### ***Reform Movements***

#### ***Analyze the growth of antebellum American reform movements.***

- 8 – U4.3.1** Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)
- 8 – U4.3.2** Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)  
Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., SusanB. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)
- 8 – U4.3.3** Analyze the goals and effects of the antebellum temperance movement. (C2)
- 8 – U4.3.4** Evaluate the role of religion in shaping antebellum reform movements. (C2)

**U5 USHG ERA 5 –**

**CIVIL WAR & RECONSTRUCTION (1850-1877) (U5)**

**CIVIL WAR & RECONSTRUCTION (1850-1877) (U5.1)**

***The Coming of the Civil War***

***Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.***

- 8 – U5.1.1** Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)
- 8 – U5.1.2** Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (National Geography Standard 12, p. 167)
- 8 – U5.1.3** Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)
- 8 – U5.1.4** Describe how the following increased sectional tensions
- the Missouri Compromise (1820)
  - the Wilmot Proviso (1846)
  - the Compromise of 1850 including the Fugitive Slave Act
  - the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
  - the Dred Scott v. Sandford decision (1857)
  - changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (National Geography Standard 13, p. 169)
- 8 – U5.1.5** Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)
- 8 – U5.1.6** Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2) (National Geography Standard 13, p. 169)

**CIVIL WAR & RECONSTRUCTION (1850-1877) (U5.2)**

***Civil War***

***Evaluate the multiple causes, key events, and complex consequences of the Civil War***

- 8 – U5.2.1** Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2) (National Geography Standard 6, p. 154)
- 8 – U5.2.2** Make an argument to explain the reasons why the North won the Civil War by considering the
- critical events and battles in the war

- the political and military leadership of the North and South
  - the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (National Geography Standard 15, p. 173)
- 8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to
- his military and political leadership
  - the evolution of his emancipation policy (including the Emancipation Proclamation)
  - and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)
- 8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples
- 8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (National Geography Standard 14, p. 171)

### **CIVIL WAR & RECONSTRUCTION (1850-1877) (U5.3)**

#### ***Reconstruction***

#### ***Using evidence, develop an argument regarding the character and consequences of Reconstruction***

- 8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.
- 8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the
- policies of the Freedmen’s Bureau (E2.2)
  - restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)
- 8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5) (National Geography Standard 10, p. 162)
- 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution
- 8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.



**U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL,  
URBAN & GLOBAL US (1870-1930) (U6)  
THE DEVELOPMENT OF AN INDUSTRIAL, URBAN & GLOBAL  
US (1870-1930) (U6.1)**

***America in the Last Half of the 19th Century***

Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19<sup>th</sup> Century. This era will be addressed in-depth and with greater intellectual sophistication in the high school United History and Geography content expectations America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- territory, including the size of the United States and land use (National Geography Standards 1 and 16, pp. 144 and 196)
- population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) (National Geography Standards 9 and 12, pp. 160 and 167)
- systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (National Geography Standard 11, p. 164)
- governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) (National Geography Standard 16, p. 176)
- economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2) (National Geography Standard 11, p. 164)
- the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans
- the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians (National Geography Standard 13, p. 169)

**THE DEVELOPMENT OF AN INDUSTRIAL, URBAN & GLOBAL  
US (1870-1930) (U6.2)**

***Investigation Topics and Issue Analysis (P2)***

Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.

- 8 – U6.2.1** United States History Investigation Topic and Issue Analysis,  
**Past and Present** – Use historical perspectives to analyze

issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

(National Geography Standards 9 and 10, pp. 160 and 162)

**Examples of Investigation Topics and Questions** (and examples from United States History)

**Balance of Power** – How has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states’ rights issues, secession, others)

**Liberty vs. Security** – How has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War)

**The Government and Social Change** – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women’s movement, Reconstruction policies)

**Movement of People** – How has the nation addressed the movement of people into and within the United States? (e.g., American Indians, immigrants)

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT (P3, P4)**

### **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT (P3.1)**

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

- 8 – P3.1.1** Identify, research, analyze, discuss, and defend a position on a national public policy issue.
- Identify a national public policy issue.
  - Clearly state the issue as a question of public policy orally or in written form.
  - Use inquiry methods to trace the origins of the issue and to acquire data about the issue.
  - Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
  - Identify and apply core democratic values or constitutional principles.

- Share and discuss findings of research and issue analysis in group discussions and debates.
- Compose a persuasive essay justifying the position with a reasoned argument.
- Develop an action plan to address or inform others about the issue.

## **PUBLIC DISCOURSE, DECISION MAKING & CITIZEN INVOLVEMENT (P4.2)**

### ***Citizen Involvement***

#### ***Act constructively to further the public good.***

- 8 – P4.2.1** Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 8 – P4.2.2** Engage in activities intended to contribute to solving a national or international problem studied.
- 8 – P4.2.3** Participate in projects to help or inform others (e.g., service learning projects).