

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade K ~ Myself and Others**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<p>History Use historical thinking to understand the past.</p>	K	<p>K-H.2.0.1 K-H2.0.2</p>	<ul style="list-style-type: none"> <li>✓ Distinguish among yesterday today and tomorrow.</li> <li>✓ Create a timeline using events from their own lives (e.g. birth crawling, walking loss of first tooth)</li> </ul>
<p>Geography Use geographic representations to acquire, process and report information from a spatial perspective.</p>	K	<p>K-G1.0.1 K-G1.0.2</p>	<ul style="list-style-type: none"> <li>✓ Recognize that maps and globes represent places</li> <li>✓ Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.</li> </ul>
<p>Civics Understanding values and principles of America's constitutional democracy</p>	K	<p>K-C2.0.1 K-C2.0.2</p>	<ul style="list-style-type: none"> <li>✓ Identify our county flag as an important symbol of the United States.</li> <li>✓ Explain why people don't have the right to do whatever they want (e.g. to promote fairness, ensure common good, maintain safety).</li> </ul>
<p>Economics Use the fundamental principles and concepts of economics.</p>	K	K-E.1.0.1	<ul style="list-style-type: none"> <li>Describe economic wants that they have experienced.</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
 Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 1 ~ Families and School**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
History Use historical thinking to understand the past.	1	1 - H2.0.1 1 - H2.0.7	<ul style="list-style-type: none"> <li>✓ Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</li> <li>✓ 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).</li> </ul>
Geography Use geographic representations to acquire, process, and report information from a spatial perspective.	1	1 - G1.0.1 1 - G1.0.2 1 - G1.0.4	<ul style="list-style-type: none"> <li>✓ Construct simple maps of the classroom to demonstrate aerial perspective.</li> <li>✓ Give examples of places that have absolute locations (e.g., home address, school address).</li> <li>✓ Distinguish between landmasses and bodies of water using maps and globes.</li> </ul>
Civics Explain why people create governments.	1	1 - C1.0.1 1 - C1.0.2	<ul style="list-style-type: none"> <li>✓ Identify some reasons for rules in school (e.g., provide order, predictability, and safety).</li> <li>✓ Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).</li> </ul>
Economics Use fundamental principles and concepts of economics to understand economic activity in a market economy.	1	1 - E1.0.1 1 - E1.0.2 1 - E1.0.3	<ul style="list-style-type: none"> <li>✓ Distinguish between producers and consumers of goods and services.</li> <li>✓ Describe ways in which families consume goods and services.</li> <li>✓ Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 2 ~ Local Community**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<p>History</p> <p>Use historical thinking to understand the past.</p>	2	2 - H2.0.1 2 - H2.0.2 2 - H2.0.3 2 - H2.0.4	<ul style="list-style-type: none"> <li>✓ Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.</li> <li>✓ Explain why descriptions of the same event in the local community can be different (note perspective of others).</li> <li>✓ Use an example to describe the role of the individual in creating history.</li> <li>✓ Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population)</li> </ul>
<p>Geography</p> <p>1. Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>2. Understand how regions are created from common physical and human characteristics.</p>	2	2 - G1.0.1 2 - G2.0.1	<ul style="list-style-type: none"> <li>✓ Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics.</li> <li>✓ Compare the physical and human characteristics of the local community with those of another community place.</li> </ul>
<p>Civics</p> <p>1. Explain why people create governments.</p> <p>2. Understand values and principles of American constitutional democracy.</p> <p>3. Describe the structure of government in the United States and how it functions to serve citizens.</p>	2	2 - C1.0.2 2 - C2.0.2 2 - C3.0.1	<ul style="list-style-type: none"> <li>✓ Distinguish between government action and private action.</li> <li>✓ Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.</li> <li>✓ Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.</li> </ul>
<p>Economics</p> <p>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p>	2	2 - E1.0.1 2 - E1.0.3	<ul style="list-style-type: none"> <li>✓ Identify the opportunity cost involved in a consumer decision.</li> <li>✓ Describe how businesses in the local community meet economic wants of consumers.</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 3 ~ Michigan Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<p>History</p> <p>Use historical thinking to understand the past.</p>	3	<p>3 - H3.0.1</p> <p>3 - H3.0.2</p> <p>3 - H3.0.10</p>	<ul style="list-style-type: none"> <li>✓ 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?)</li> <li>✓ Explain how historians use primary and secondary sources to answer questions about the past.</li> <li>✓ Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).</li> </ul>
<p>Geography</p> <p>Use geographic representations to acquire, process, and report information from a spatial perspective.</p>	3	3 - G1.0.1	<p>Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.</p>
<p>Civics</p> <p>Explain why people create governments.</p>	3	3 - C1.0.1	<p>Give an example of how Michigan's state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).</p>
<p>Economics</p> <p>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p>	3	3 - E1.0.1	<p>Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.</p>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 4 ~ United States Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<p><b>History</b> Use historical thinking to understand the past.</p>	4	4 - H3.0.1 4 - H3.0.3 4 - H3.0.6 4 - H3.0.7	<ul style="list-style-type: none"> <li>✓ Use examples from Michigan history (from statehood to the present) as a case study for learning about United States geography, economics, and government.</li> <li>✓ Use examples from Michigan history beyond statehood to teach geographic, civic, and economic concepts.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Use case studies or stories to describe the ideas and actions in the beginnings of the automobile industry and the labor movement in Michigan.</li> </ul>
<p><b>Geography</b> G1: Use geographic representations to acquire, process, and report information from a spatial perspective. G2: Understand how regions are created from common physical and human characteristics. G4: Understand how human activities help shape the Earth's surface.</p>	4	4 - G1.0.1 4 - G1.0.2 4 - G2.0.1 4 - G2.0.2 4 - G4.0.2	<ul style="list-style-type: none"> <li>✓ 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?).</li> <li>✓ Use cardinal and intermediate directions to describe the relative location of significant places in the United States.</li> <li>✓ Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).</li> <li>✓ 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.</li> <li>✓ 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, food, language).</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
**Office of Social Studies**  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 4 ~ United States Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<p><b>Civics</b>            C 1: Explain why people create governments.            C3: Describe the structure of government in the United States and how it functions to serve citizens.            C5: Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p>	4	4 - C1.0.1 4 - C2.0.1 4 - C2.0.2 4 - C3.0.1 4 - C3.0.2 4 - C3.0.3 4 - C3.0.4 4 - C5.0.1	<ul style="list-style-type: none"> <li>✓ 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?).</li> <li>✓ 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.</li> <li>✓ 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).</li> <li>✓ 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).</li> <li>✓ 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).</li> <li>✓ Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).</li> <li>✓ Describe how the powers of the federal government are separated among the branches.</li> <li>✓ 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).</li> <li>✓ Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.</li> <li>✓ Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned.</li> <li>✓ Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).</li> <li>✓ Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition)</li> <li>✓ Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).</li> </ul>
<p><b>Economics</b>            E1: Use fundamental principles and concepts of economics to understand economic activity in a market economy.            E2: Use fundamental principles and concepts of economics to understand economic activity in the United States.            E3: Use fundamental principles and concepts of economics to understand economic activity in the global economy.</p>	4	4 - E1.0.7 4 - E1.0.8 4 - E2.0.1 4 - E3.0.1	<ul style="list-style-type: none"> <li>✓ Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.</li> <li>✓ Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned.</li> <li>✓ Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).</li> <li>✓ Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition)</li> <li>✓ Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 5 ~ Integrated American History**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<b>History</b>			
<p><b>USHG ERA 1</b></p> <p>U1.2: Identify the causes and consequences of European exploration and colonization.</p> <p>U1.3: Describe the lives of peoples living in western Africa prior to the 16th century.</p> <p>U1.4: 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.</p>	5	<p>5 - U1.2.1</p> <p>5 - U1.2.2</p> <p>5 - U1.3.1</p> <p>5 - U1.3.2</p> <p>5 - U1.4.1</p> <p>5 - U1.4.2</p>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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).</li> <li>✓ Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).</li> <li>✓ Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.</li> <li>✓ Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups</li> <li>✓ 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.</li> </ul>
<p><b>USHG ERA 2</b></p> <p>U2.1: Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.</p> <p>U2.2: Analyze the development of the slave system in the Americas and its impact upon the life of Africans.</p> <p>U2.3: Distinguish among and explain the reasons for regional differences in colonial America.</p>	5	<p>5 - U2.1.1</p> <p>5 - U2.1.2</p> <p>5 - U2.1.3</p> <p>5 - U2.2.1</p> <p>5 - U2.2.2</p> <p>5 - U2.2.3</p> <p>5 - U2.3.1</p> <p>5 - U2.3.2</p> <p>5 - U2.3.3</p> <p>5 - U2.3.4</p>	<ul style="list-style-type: none"> <li>✓ Describe significant developments in the Southern colonies, including               <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement</li> <li>• establishment of Jamestown</li> <li>• development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)</li> <li>• relationships with American Indians (e.g., Powhatan)</li> <li>• development of slavery</li> </ul> </li> <li>✓ Describe significant developments in the New England colonies, including               <ul style="list-style-type: none"> <li>• relations with American Indians (e.g., Pequot/King Phillip's War)</li> <li>• religious tensions in Massachusetts that led to the establishment of other colonies in New England</li> </ul> </li> <li>✓ Describe significant developments in the Middle Colonies, including               <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement</li> <li>• the growth of Middle Colonies economies (e.g., breadbasket)</li> </ul> </li> </ul>

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**SOCIAL STUDIES NON-NEGOTIABLES**

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Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<p><b>USHG ERA 3</b>            U3.1: Identify the major political, economic, and ideological reasons for the American Revolution.</p>	5	5 - U3.1.1 5 - U3.1.2	<ul style="list-style-type: none"> <li>✓ 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).</li> <li>✓ Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).</li> <li>✓ 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.</li> <li>✓ Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</li> </ul>
<b>Geography</b>			
<p><b>USHG ERA 1</b>            U1.1: Describe the life of peoples living in North America before European exploration.</p>	5	5 - U1.1.1 5 - U1.1.2 5 - U1.1.3	<ul style="list-style-type: none"> <li>✓ 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).</li> <li>✓ Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.</li> <li>✓ Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.</li> </ul>



**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 5 ~ Integrated American History**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<b>USHG ERA 2</b> U2.1: Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.	5	5 - U2.1.2	✓ Describe significant developments in the New England colonies, including <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement</li> </ul>
<b>Civics</b>			
<b>USHG ERA 2</b> U2.1: Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.	5	5 - U2.1.1 5 - U2.1.2	✓ Describe significant developments in the Southern colonies, including <ul style="list-style-type: none"> <li>• development of colonial representative assemblies (House of Burgesses)</li> </ul> ✓ Describe significant developments in the New England colonies, including <ul style="list-style-type: none"> <li>• the development of government including establishment of town meetings, development of colonial legislatures and growth of royal</li> </ul>
<b>USHG ERA 3</b> U3.1: Identify the major political, economic, and ideological reasons for the American Revolution. U3.3: 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	5 - U3.1.3 5 - U3.1.4 5 - U3.1.5 5 - U3.1.6 5 - U3.1.7 5 - U3.3.1 5 - U3.3.2 5 - U3.3.3 5 - U3.3.4 5 - U3.3.5 5 - U3.3.6 5 - U3.3.7 5 - U3.3.8	✓ 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). ✓ 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). ✓ 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. ✓ 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. ✓ 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.

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 5 ~ Integrated American History**

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	5		<ul style="list-style-type: none"> <li>✓ Describe the powers of the national government and state governments under the Articles of Confederation.</li> <li>✓ 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).</li> <li>✓ Explain why the Constitutional Convention was convened and why the Constitution was written.</li> <li>✓ 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).</li> <li>✓ 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).</li> <li>✓ 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).</li> <li>✓ Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.</li> <li>✓ Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.</li> </ul>
<b>Economics</b>			
<p><b>USHG ERA 2</b> U2.1: Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.</p>	5	5 - U2.1.2	<ul style="list-style-type: none"> <li>✓ Describe significant developments in the New England colonies, including               <ul style="list-style-type: none"> <li>• growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies</li> </ul> </li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 6 ~ Western Hemisphere and Economic Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<b>History</b>			
Use historical conceptual devices to organize and study the past.	6	6 - H1.1.1 6 - H1.2.1 6 - H1.4.1	<ul style="list-style-type: none"> <li>✓ Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</li> <li>✓ 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).</li> <li>✓ Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).</li> </ul>
W1 WHG Era 1 The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.	6	6 - W1.1.1 6 - W1.2.1 6 - W1.2.2	<ul style="list-style-type: none"> <li>✓ Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).</li> <li>✓ Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).</li> <li>✓ 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).</li> </ul>
W2 WHG Era 2 Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.	6	6 - W2.1.1 6 - W2.1.2 6 - W2.1.3	<ul style="list-style-type: none"> <li>✓ Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.</li> <li>✓ Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).</li> <li>✓ 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).</li> </ul>
W3 WHG Era 3 Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D	6	6 - W3.1.3 6 - W3.1.4 6 - W3.1.5	<ul style="list-style-type: none"> <li>✓ Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.</li> <li>✓ Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.</li> <li>✓ 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).</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 6 ~ Western Hemisphere and Economic Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<b>Geography</b>			
<p><b>G1 The World in Spatial Terms:</b> Geographical Habits of Mind Use maps and other geographic tools to acquire and process information from a spatial perspective.</p>	6	<p>6 - G1.1.2 6 - G1.2.1 6 - G1.2.2 6 - G1.2.3 6 - G1.3.1</p>	<ul style="list-style-type: none"> <li>✓ Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).</li> <li>✓ Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.</li> <li>✓ Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.</li> <li>✓ 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.</li> <li>✓ Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</li> </ul>
<p><b>G2 Places and Regions</b> 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.</p>	6	<p>6 - G2.1.1 6 - G2.2.1 6 - G2.2.2</p>	<ul style="list-style-type: none"> <li>✓ Describe the landform features and the climate of the region (within the Western, or Eastern Hemispheres) under study.</li> <li>✓ Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</li> <li>✓ 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).</li> </ul>
<p><b>G3 Physical Systems</b> 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.</p>	6	<p>6 - G3.1.1 6 - G3.2.2</p>	<ul style="list-style-type: none"> <li>✓ 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).</li> <li>✓ 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).</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 6 ~ Western Hemisphere and Economic Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<p><b>G4 Human Systems</b> Explain that human activities may be seen on Earth's surface. Describe patterns, processes, and functions of human settlement.</p>	6	6 - G4.2.1 6 - G4.3.1 6 - G4.4.1	<ul style="list-style-type: none"> <li>✓ 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).</li> <li>✓ 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).</li> <li>✓ Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</li> </ul>
<p><b>G5.1 Humans and the Environment</b> Describe how human actions modify the environment.</p>	6	6 - G5.1.1 6 - G5.1.2	<ul style="list-style-type: none"> <li>✓ 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).</li> <li>✓ 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).</li> </ul>
<p><b>G6 Global Issues Past and Present</b></p>	6	6 - G6.1.1	<ul style="list-style-type: none"> <li>✓ <b>Contemporary Investigations</b> - Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. <b>Contemporary Investigation Topics</b> <ul style="list-style-type: none"> <li>• <b>Global Climate Change</b> - Investigate the impact of global climate change and describe the significance for human/environment relationships.</li> <li>• <b>Globalization</b> - Investigate the significance of globalization and describe its impact on international economic and political relationships.</li> <li>• <b>Migration</b> - Investigate issues arising from international movement of people and the economic, political, and cultural consequences.</li> </ul> </li> </ul>
<b>Civics</b>			
<p><b>C1 Purposes of Government</b></p>	6	6 - C1.1.1	<ul style="list-style-type: none"> <li>✓ 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).</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 6 ~ Western Hemisphere and Economic Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
C3 Structure and Functions of Government		6 - C3.6.2	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>
C4 Relationship of United States to Other Nations and World		6 - C4.3.2 6 - C4.3.3	<ul style="list-style-type: none"> <li>✓ Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).</li> <li>✓ 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)).</li> </ul>
<b>Economics</b>			
E1 The Market Economy	6	6 - E1.1.1	<ul style="list-style-type: none"> <li>✓ Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).</li> </ul>
E2 The National Economy		6 - E2.3.1	<ul style="list-style-type: none"> <li>✓ Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.</li> </ul>
E3 International Economy		6 - E3.1.1 6 - E3.1.2	<ul style="list-style-type: none"> <li>✓ Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.</li> <li>✓ 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).</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 7 - Eastern Hemisphere Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<b>History</b>			
<p>H1.1: Use historical conceptual devices to organize and study the past.</p> <p>H1.2: Use historical inquiry and analysis to study the past.</p> <p>H1.4: Use historical concepts, patterns, and themes to study the past.</p>	7	<p>7 - H1.1.1</p> <p>7 - H1.1.2</p> <p>7 - H1.2.2</p> <p>7 - H1.2.3</p> <p>7 - H1.4.1</p> <p>7 - H1.4.2</p> <p>7 - H1.4.3</p>	<ul style="list-style-type: none"> <li>✓ Explain why and how historians use eras and periods as constructs to organize and explain</li> <li>✓ 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)</li> <li>✓ Recognize the maps and globes represent places</li> <li>✓ Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.</li> <li>✓ Identify our countries flag as an important symbol of the United States.</li> <li>✓ Explain why people don't have the right to do whatever they want (e.g. to promote fairness, ensure common good, maintain safety).</li> </ul>
<p><b>WHG Era 1</b></p> <p>W1.1: Describe the spread of people in the Eastern Hemisphere in Era 1.</p> <p>W1.2: Describe the Agricultural Revolution and explain why it was a turning point in history.</p>	7	<p>7 - W1.1.1</p> <p>7 - W1.1.2</p> <p>7 - W1.2.2</p> <p>7 - W1.2.3</p>	<ul style="list-style-type: none"> <li>✓ Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.</li> <li>✓ Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.</li> <li>✓ Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).</li> <li>✓ 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).</li> </ul>
<p><b>WHG Era 2</b></p> <p>W2.1: Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.</p>	7	<p>7 - W2.1.1</p> <p>7 - W2.1.2</p> <p>7 - W2.1.3</p>	<ul style="list-style-type: none"> <li>✓ 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)</li> <li>✓ 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).</li> <li>✓ 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).</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 7- Eastern Hemisphere Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<p><b>WHG Era 3</b></p> <p>W3.1: Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.</p> <p>W3.2: 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.)</p>	7	<p>7 - W3.1.1</p> <p>7 - W3.1.2</p> <p>7 - W3.1.3</p> <p>7 - W3.1.7</p> <p>7 - W3.1.10</p> <p>7 - W3.2.1</p> <p>7 - W3.2.2</p>	<ul style="list-style-type: none"> <li>✓ Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).</li> <li>✓ 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.</li> <li>✓ Compare and contrast the defining characteristics of a city-state, civilization, and empire.</li> <li>✓ 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).</li> <li>✓ Create a time line that illustrates the rise and fall of classical empires during the classical period.</li> <li>✓ Identify and describe the beliefs of the five major world religions.</li> <li>✓ Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.</li> </ul>
<b>Geography</b>			
<p><b>G1 The World in Spatial Terms:</b></p> <p>Geographical Habits of Mind</p> <p>G1.1 Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>G1.2 Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>G1.3 Use geographic themes, knowledge about processes and concepts to study the Earth.</p>	7	<p>7 - G1.1.1</p> <p>7 - G1.1.2</p> <p>7 - G1.2.1</p> <p>7 - G1.2.2</p> <p>7 - G1.2.5</p> <p>7 - G1.2.6</p> <p>7 - G1.3.1</p>	<ul style="list-style-type: none"> <li>✓ Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</li> <li>✓ Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).</li> <li>✓ Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</li> <li>✓ Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.</li> <li>✓ 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.</li> <li>✓ 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.</li> </ul>



**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 7- Eastern Hemisphere Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<p><b>G2 Places and Regions</b> 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.</p>	7	<p>7 - G2.1.1 7 - G2.2.1 7 - G2.2.2 7 - G2.2.3</p>	<ul style="list-style-type: none"> <li>✓ Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</li> <li>✓ Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</li> <li>✓ Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</li> <li>✓ 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).</li> <li>✓ 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).</li> </ul>
<p><b>G3 Physical Systems</b> 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.</p>	7	<p>7 - G3.1.1 7 - G3.2.1 7 - G3.2.2</p>	<ul style="list-style-type: none"> <li>✓ 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).</li> <li>✓ 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).</li> <li>✓ 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).</li> </ul>
<p><b>G4 Human Systems</b> 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.</p>	7	<p>7 - G4.1.1 7 - G4.1.2 7 - G4.2.1 7 - G4.3.2 7 - G4.4.1</p>	<ul style="list-style-type: none"> <li>✓ 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).</li> <li>✓ Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies</li> <li>✓ 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</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 7- Eastern Hemisphere Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<p><b>C5 Environment and Society</b> 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.</p>	7	7 - G5.1.1 7 - G5.2.1	<ul style="list-style-type: none"> <li>✓ group and individual's ideas as voice and image messages on electronic networks such as the Internet).</li> <li>✓ 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).</li> <li>✓ Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).</li> <li>✓ 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).</li> <li>✓ 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).</li> </ul>
<p><b>G6 Global Issues Past and Present</b> 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.</p>	7	7 - G6.1.1	<ul style="list-style-type: none"> <li>✓ Contemporary Investigations - Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
**Office of Social Studies**  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 7- Eastern Hemisphere Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<b>Civics</b>			
<p><b>C1 Purposes of Government</b>            Analyze how people identify, organize, and accomplish the purposes of government.</p>	7	7 - C1.1.1	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>
<p><b>C3 Structure and Functions of Government</b>            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.</p>	7	7 - C3.6.1	<ul style="list-style-type: none"> <li>✓ 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</li> </ul>
<p><b>C4 Relationship of United States to Other Nations and World Affairs</b>            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.</p>	7	7 - C4.3.1	<ul style="list-style-type: none"> <li>✓ 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).</li> </ul>
<b>Economics</b>			
<p><b>E3 International Economy</b>            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.</p>	7	7 - E3.1.1 7 - E3.1.2 7 - E3.1.3 7 - E3.3.1	<ul style="list-style-type: none"> <li>✓ 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).</li> <li>✓ 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).</li> <li>✓ 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.</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 7- Eastern Hemisphere Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
			<p>✓ 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).</p>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 8 - Western Hemisphere and Economic Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<b>History</b>			
Foundations in United States History and Geography ERAs 1-3 Integrated United States History F1 Political and Intellectual Transformations	8	FI.1 U3.3.1 U3.3.4	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing: <ul style="list-style-type: none"> <li>✓ colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)</li> <li>✓ experiences with self-government (e.g., House of Burgesses and town meetings)</li> <li>✓ changing interactions with the royal government of Great Britain after the French and Indian War</li> </ul> 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). 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.
USHG ERA 3 U3.3 Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.	8	8 - U3.3.1 8 - U3.3.4	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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 <i>Marbury v. Madison</i> (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., <i>McCulloch v. Maryland</i>, <i>Dartmouth College v. Woodward</i>, <i>Gibbons v. Ogden</i>).</li> <li>✓ The Institution of Slavery - Explain the ideology of the institution of slavery, its policies, and consequences.</li> <li>✓ 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.</li> </ul>
USHG ERA 4 U4.1 Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges. U4.2 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	8 - U4.1.2 8 - U4.1.4 8 - U4.2.2 8 - U4.2.3 8 - U4.2.4 8 - U4.3.1 8 - U4.3.2 8 - U4.3.3 8 - U4.3.5	<ul style="list-style-type: none"> <li>✓ 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 <i>Marbury v. Madison</i> (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., <i>McCulloch v. Maryland</i>, <i>Dartmouth College v. Woodward</i>, <i>Gibbons v. Ogden</i>).</li> <li>✓ The Institution of Slavery - Explain the ideology of the institution of slavery, its policies, and consequences.</li> <li>✓ 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.</li> </ul>
U4.3 Analyze the growth of antebellum American reform movements.			

**DETROIT PUBLIC SCHOOLS**  
**Office of Social Studies**  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 8~ Western Hemisphere and Economic Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<p>USHG ERA 5</p> <p>U5.1 Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</p> <p>U5.2 Evaluate the multiple causes, key events, and complex consequences of the Civil War.</p> <p>U5.3 Using evidence, develop an argument regarding the character and consequences of Reconstruction.</p>	<p style="text-align: center;">8</p>	<p>8 - U5.1.4</p> <p>8 - U5.2.1</p> <p>8- U5.2.3</p> <p>8 - U5.2.4</p> <p>8 - U5.2.5</p> <p>8 - U5.3.1</p> <p>8 - U5.3.2</p> <p>8 - U5.3.3</p> <p>8 - U5.3.4</p> <p>8 - U5.3.5</p>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education.</li> <li>✓ 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.</li> <li>✓ Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence.</li> <li>✓ Evaluate the role of religion in shaping antebellum reform movements.</li> <li>✓ Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.</li> <li>✓ Describe how the following increased sectional tensions               <ul style="list-style-type: none"> <li>• the Missouri Compromise (1820)</li> <li>• the Wilmot Proviso (1846)</li> <li>• the Compromise of 1850 including the Fugitive Slave Act</li> <li>• the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</li> <li>• the Dred Scott v. Sandford decision (1857)</li> <li>• changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)</li> </ul> </li> <li>✓ 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.</li> <li>✓ Make an argument to explain the reasons why the North won the Civil War by considering the               <ul style="list-style-type: none"> <li>• critical events and battles in the war</li> <li>• the political and military leadership of the North and South • the respective advantages and disadvantages, including geographic, demographic, economic and technological</li> </ul> </li> <li>✓ Examine Abraham Lincoln's presidency with respect to               <ul style="list-style-type: none"> <li>• his military and political leadership</li> </ul> </li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 8 ~ Western Hemisphere and Economic Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
<p>U6 USHG ERA 6</p> <p>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.</p>		<p>8 - U6.1.1</p>	<p>• the evolution of his emancipation policy (including the Emancipation Proclamation)</p> <p>• and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence</p> <p>✓ Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.</p> <p>✓ 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.</p> <p>✓ 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.</p> <p>✓ Describe the early responses to the end of the Civil War by describing the</p> <ul style="list-style-type: none"> <li>• policies of the Freedmen's Bureau</li> <li>• restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes</li> </ul> <p>✓ 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.</p> <p>✓ Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p> <p>✓ Explain the decision to remove Union troops in 1877 and describe its impact on Americans</p> <p>✓ 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</p> <ul style="list-style-type: none"> <li>• territory, including the size of the United States and land use</li> <li>• population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America</li> <li>• systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society</li> <li>• governmental policies promoting economic development (e.g. tariffs, banking, land grants and mineral rights, the Homestead Act)</li> <li>• economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grade 8- Western Hemisphere and Economic Studies**

Domain Standard/Descriptor	Grade of Content Instruction	Grade Level Content Standard	Student Activities
			<ul style="list-style-type: none"> <li>• the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in <i>Plessy v. Ferguson</i>, and the response of African Americans</li> <li>• the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians</li> </ul>



**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 9 U. S. History and Geography**

Domain Standard/Descriptor	Student Activities
<p><b>6.3 Progressivism and Reform</b> <i>Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period, analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative – anticipated/unanticipated) including, but not limited to, the following:</i></p> <p><b>USHG ERA 7 – The Great Depression and World War II (1920-1945)</b></p> <p><b>7.1 Growing Crisis of Industrial Capitalism and Responses</b> <i>Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.</i></p>	<p><b>6.3.2 Causes and Consequences of Progressive Reform</b> – Analyze the causes, consequences, and limitations of Progressive reform in the following areas</p> <ul style="list-style-type: none"> <li>✓ major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments</li> <li>✓ new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)</li> <li>✓ the Supreme Court's role in supporting or slowing reform</li> <li>✓ role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell)</li> <li>✓ efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants</li> </ul> <p><b>6.3.3 Women's Suffrage</b> – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.</p> <p><b>7.1.1 The Twenties" including:</b></p> <ul style="list-style-type: none"> <li>✓ cultural movements, such as the Harlem Renaissance and the "lost generation"</li> <li>✓ the struggle between "traditional" and "modern" America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption)</li> </ul> <p><b>7.1.2 Causes and Consequences of the Great Depression</b> – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing:</p> <ul style="list-style-type: none"> <li>✓ the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl</li> <li>✓ the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families</li> <li>✓ Hoover's policies and their impact (e.g., Reconstruction Finance Corporation)</li> </ul> <p><b>7.1.3 The New Deal</b> - Explain and evaluate Roosevelt's New Deal Policies including</p> <ul style="list-style-type: none"> <li>✓ expanding the federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly</li> <li>✓ opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws</li> <li>✓ consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies)</li> </ul>
<p><b>7.2 World War II</b></p>	<p><b>7.2.1 Causes of WWII</b> – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including</p>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 9 U. S. History and Geography**

Domain Standard/Descriptor	Student Activities
<p>Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.</p>	<ul style="list-style-type: none"> <li>✓ the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) (<i>National Geography Standard 13, p. 210</i>)</li> <li>✓ the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan</li> <li>✓ United States neutrality</li> <li>✓ the bombing of Pearl Harbor</li> </ul> <p>7.2.2 U.S. and the Course of WWII - Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).</p> <p>7.2.3 Impact of WWII on American Life - Analyze the changes in American life brought about by U.S. participation in World War II including</p> <ul style="list-style-type: none"> <li>• mobilization of economic, military, and social resources</li> <li>• role of women and minorities in the war effort</li> <li>• role of the home front in supporting the war effort (e.g., rationing, work hours, taxes) (hours, taxes)</li> <li>• internment of Japanese-Americans</li> </ul> <p>7.2.4 Responses to Genocide - Investigate development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel).</p>
<p><b>USHG ERA 8 - Post-World War 11 United States (1945 - 1989)</b></p> <p><b>8.1 Cold War and the United States</b> <i>Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States.</i></p>	<p>8.1.1 Origins and Beginnings of Cold War - Analyze the factors that contributed to the Cold War including</p> <ul style="list-style-type: none"> <li>✓ differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.</li> <li>✓ diplomatic decisions made at the Yalta and Potsdam Conferences (1945)</li> <li>✓ actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact)</li> </ul> <p>8.1.2 Foreign Policy during the Cold War - Evaluate the origins, setbacks, and successes of the American policy of "containing" the Soviet Union, including</p> <ul style="list-style-type: none"> <li>✓ the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community</li> <li>✓ the armed struggle with Communism, including the Korean conflict</li> <li>✓ direct conflicts within specific c world regions including Germany and Cuba</li> <li>✓ U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/ conflict with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media)</li> <li>✓ indirect (or proxy) confrontations within specific c world regions (e.g., Chile, Angola, Iran, Guatemala)</li> <li>✓ the arms race</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
**Office of Social Studies**  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 9 U. S. History and Geography**

Domain Standard/Descriptor	Student Activities
<p><b>8.2 Domestic Policies</b>  <i>Examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in Post- WWII America.</i></p>	<p>8.2.1 <b>Demographic Changes</b> – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.”</p> <p>8.2.2 <b>Policy Concerning Domestic Issues</b> – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by</p> <ul style="list-style-type: none"> <li>✓ describing issues challenging Americans such as domestic anti-communism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment</li> <li>✓ evaluating policy decisions and legislative actions to meet these challenges (e.g., GI Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970).</li> </ul> <p>8.2.4 <b>Domestic Conflicts and Tensions</b> – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal.</p>
<p><b>8.3 Civil Rights in the Post-WWII Era</b>  <i>Examine and analyze the Civil Rights Movement using key events, people, and organizations.</i></p>	<p>8.3.1 <b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"> <li>✓ the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li> <li>✓ Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li> <li>✓ protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955-1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers Nation of Islam, Black Panthers)</li> <li>✓ resistance to Civil Rights</li> </ul> <p>8.3.3 <b>Women’s Rights</b> – Analyze the causes and course of the women’s rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)).</p> <p>8.3.4 <b>Civil Rights Expanded</b> – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians.</p>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 9 U. S. History and Geography**

Domain Standard/Descriptor	Student Activities	
<p><b>USHG ERA 9 – America In A New Global Age</b>  <b>9.1 The Impact of Globalization on the United States</b>  <i>Explain the impact of globalization on the United States' economy, politics, society and role in the world.</i></p> <p><b>9.2 Changes in America's Role in the World</b>  <i>Examine the shifting role of United States on the world stage during the period from 1980 to the present.</i></p>	<p>9.1.1 Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication.</p> <p>9.1.2 Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including</p> <ul style="list-style-type: none"> <li>• growth of the conservative movement in national politics, including the role of Ronald Reagan</li> <li>• role of evangelical religion in national politics (<i>National Geography Standards 3 and 6; pp.188 and 195</i>)</li> <li>• intensification of partisanship</li> <li>• partisan conflict over the role of government in American life</li> <li>• role of regional differences in national politics (<i>National Geography Standard 6, p. 195</i>)</li> </ul> <p>9.2.1 U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War).</p> <p>9.2.2 9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, (NATO))</p>	

**DETROIT PUBLIC SCHOOLS**  
**Office of Social Studies**  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 10 U. S. Civics**

Domain Standard/Descriptor	Student Activities
<p><b>C1.1 Nature of Civic Life, Politics, and Government</b>  <i>Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?</i></p>	<p>1.1.1 Identify roles citizens play in civic and private life, with emphasis on leadership.            1.1.2 Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."</p>
<p><b>C2.1 Origins of American Constitutional Government</b>  <i>Explain the philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?</i></p>	<p>2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.            2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.            2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.</p>
<p><b>2.2 Foundational Values and Constitutional Principles of American Government</b>  <i>Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?</i></p>	<p>2.2.1 Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).</p>

DETROIT PUBLIC SCHOOLS  
Office of Social Studies

SOCIAL STUDIES NON-NEGOTIABLES

Grades 10 U. S. Civics

Domain	Standard/Descriptor	Student Activities
<p><b>C3.1 Structure, Functions, and Enumerated Powers of National Government</b> Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?</p>	<p>3.1.1 Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution. 3.1.2 Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution. 3.1.3 Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution. 3.1.4 Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). 3.1.6 Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.</p>	
<p><b>C3.2 Powers and Limits on Powers</b> Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?</p>	<p>3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government. 3.2.3 Identify specific provisions in the Constitution that limit the power of the federal government.</p>	
<p><b>C3.3 Structure and Functions of State and Local Governments</b> Describe how state and local governments are organized and what they do through the investigation of such questions as:</p>	<p>3.3.1 Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states). 3.3.2 Identify and define states' reserved and concurrent powers. 3.3.3 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.</p>	

**DETROIT PUBLIC SCHOOLS**  
 Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 10 U. S. Civics**

Domain Standard/Descriptor	Student Activities
<p><b>What are the structures and functions of state and local governments?</b></p>	<p>3.3.5 Describe the mechanisms by which citizens' monitor and influence state and local governments (e.g., referendum, initiative, recall).</p>
<p><b>C3.4 System of Law and Laws</b>                      Explain why the rule of law has a central place in American society through the investigation of such questions as: What is the role of law in the American political system? What is the importance of law in the American political system?</p>	<p>3.4.1 Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like <i>Marbury v. Madison</i> and <i>U.S. v. Nixon</i>; practices such as submitting bills to legal counsel to ensure congressional compliance with the law).</p> <p>3.4.2 Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury).</p> <p>3.4.3 Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).</p> <p>3.4.4 Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).</p>
<p><b>C3.5 Other Actors in the Policy Process</b>                      Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?</p>	<p>3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.</p> <p>3.5.2 Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)</p> <p>3.5.3 Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).</p> <p>3.5.4 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.</p> <p>3.5.7 Explain the role of television, radio, the press, and the internet in political communication.</p>
<p><b>C4.1 Formation and Implementation of U.S. Foreign Policy</b>                      Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?</p>	<p>4.1.1 Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish-American War, Cold War containment)</p> <p>4.1.2 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president, Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.</p>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 10 U. S. Civics**

Domain	Standard/Descriptor	Student Activities
<p><b>CA.2 U. S. Role in International Institutions and Affairs</b> Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?</p>	<p>4.2.1 Describe how different political systems interact in world affairs with respect to international issues. 4.2.4 Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).</p>	
<p><b>C5.1 The Meaning of Citizenship in the United States of America</b> Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?</p>	<p>5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).</p>	
<p><b>C5.2 Becoming a Citizen</b> Describe how one becomes a citizen in the United States through birth or naturalization by investigating the question: How does one become a citizen in the United States?</p>	<p>5.2.1 Explain the distinction between citizens by birth, naturalized citizens, and non-citizens. 5.2.2 Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.</p>	
<p><b>C5.3 Rights of Citizenship</b> Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?</p>	<p>5.3.1 Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law). 5.3.2 Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).</p>	



**DETROIT PUBLIC SCHOOLS**  
 Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 10 U. S. Civics**

Domain Standard/Descriptor	Student Activities
<p><b>C5.4 Responsibilities of Citizenship</b>  <i>Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?</i></p>	<p>5.3.3 Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).                      5.3.4 Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.                      5.3.7 Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.</p> <p>5.4.1 Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.</p>
<p><b>C5.5 Dispositions of Citizenship</b>  <i>Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?</i></p>	<p>5.5.1 Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others).                      5.5.2 Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., "civic virtue" or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).</p>

**DETROIT PUBLIC SCHOOLS**  
**Office of Social Studies**  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 10 U. S. Economics**

Domain	Student Activities
<b>Standard/Descriptor</b> <b>E1.1 Individual, Business, and Government Choices</b> <i>Explain and demonstrate how economic organizations confront scarcity and market forces when organizing, producing, using, and allocating resources to supply the marketplace.</i>	<p>1.1.1 Scarcity, Choice, Opportunity Costs, and Comparative Advantage – Using examples, explain how scarcity, choice, opportunity costs affect decisions that households, businesses, and governments make in the market place and explain how comparative advantage creates gains from trade.</p> <p>1.1.2 Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.</p>
<b>E1.3 Prices, Supply, and Demand</b> <i>Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.</i>	<p>1.3.1 Law of Supply – Explain the law of supply and analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to producers by selling other goods or services, or the number of sellers in a market.</p> <p>1.3.2 Law of Demand – Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit.</p> <p>1.3.3 Price, Equilibrium, Elasticity, and Incentives – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.</p>
<b>E1.4 Role of Government in the Market</b> <i>Describe the varied ways government can impact the market through policy decisions, protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions.</i>	<p>1.4.2 Government and Consumers – Analyze the role of government in protecting consumers and enforcing contracts, (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.</p> <p>1.4.3 Government Revenue and Services – Analyze the ways in which local and state governments generate revenue (e.g., income, sales, and property taxes) and use that revenue for public services (e.g., parks and highways).</p> <p>1.4.4 Functions of Government – Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, regulation of labor (e.g., minimum wage, child labor, working conditions), and the promotion of economic growth and security.</p>
<b>E2.1 Understanding National Markets</b> <i>Describe inflation, unemployment, output, and growth, and the factors that cause changes in those conditions, and describe the role of</i>	<p>2.1.1 Income – Describe how individuals and businesses earn income by selling productive resources.</p> <p>2.1.4 Money Supply, Inflation, and Recession – Explain the relationships between money supply, inflation, and recessions.</p> <p>2.1.6 Unemployment – Analyze the character of different types of unemployment including frictional, structural, and cyclical.</p> <p>2.1.9 American Economy in the World – Analyze the changing relationship between the American economy and the global economy including, but not limited to, the increasing complexity of American economic activity (e.g., outsourcing, off-shoring, and supply-chaining) generated by the expansion of the global economy.</p>

**DETROIT PUBLIC SCHOOLS**  
**Office of Social Studies**  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 10 U. S. Economics**

Domain Standard/Descriptor	Student Activities
<p>money and interest rates in national markets.</p>	
<p><b>E2.2 Role of Government in the United States Economy</b>  <i>Analyze the role of government in the United States economy by identifying macroeconomic goals; comparing perspectives on government roles; analyzing fiscal and monetary policy; and describing the role of government as a producer and consumer of public goods and services. Analyze how governmental decisions on taxation, spending, protections, and regulation impact macroeconomic goals.</i></p>	<p>2.2.1 Federal Government and Macroeconomic Goals - Identify the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).                  2.2.3 Fiscal Policy and its Consequences - Analyze the consequences - intended and unintended - of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.                  2.2.4 Federal Reserve and Monetary Policy - Explain the roles and responsibilities of the Federal Reserve System and compare and contrast the consequences - intended and unintended - of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.                  2.2.5 Government Revenue and Services - Analyze the ways in which governments generate revenue on consumption, income and wealth and use that revenue for public services (e.g., parks and highways) and social welfare (e.g., social security, Medicaid, Medicare).</p>
<p><b>E3.1 Economic Systems</b>  <i>Explain how different economic systems, including free market, command, and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.</i></p>	<p>3.1.2 Developing Nations - Assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights and free trade can affect economic growth in developing nations.                  3.1.5 Comparing Economic Systems - Using the three basic economic questions (e.g., what to produce, how to produce, and for whom to produce), compare and contrast a socialist (command) economy (such as North Korea or Cuba) with the Capitalist as a mixed, free market system of the United States.                  3.1.6 Impact of Transitional Economies - Analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.</p>

DETROIT PUBLIC SCHOOLS  
Office of Social Studies

SOCIAL STUDIES NON-NEGOTIABLES

Grades 10 U. S. Economics

Domain Standard/Descriptor	Student Activities
<p><b>E3.2 Economic Interdependence - Trade</b> <i>Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.</i></p>	<p>3.2.1 Absolute and Comparative Advantage - Use the concepts of absolute and comparative advantage to explain why goods and services are produced in one nation or locale versus another.</p> <p>3.2.2 Domestic Activity and World Trade - Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade.</p> <p>3.2.4 Monetary Policy and International Trade - Analyze how the decisions made by a country's central bank (or the Federal Reserve) impact a nation's international trade.</p> <p>3.2.5 The Global Economy and the Marketplace - Analyze and describe how the global economy has changed the interaction of buyers and sellers, such as in the automobile industry.</p>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 11 World History and Geography**

Domain Standard/Descriptor	Student Activities
<p><b>W4.1 Cross-temporal or Global Expectations</b> <i>Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires.</i></p>	<p>4.1.2 World Religions - Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none"> <li>✓ Islam and Christianity (Roman Catholic and Orthodox) - increased trade and the Crusades</li> <li>✓ Islam and Hinduism in South Asia</li> <li>✓ continuing tensions between Catholic and Orthodox Christianity</li> </ul> <p>4.1.3 Trade Networks and Contacts - Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including</p> <ul style="list-style-type: none"> <li>✓ land-based routes across the Sahara, Eurasia and Europe</li> <li>✓ water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas</li> </ul>
<p><b>W4.2 Interregional or Comparative Expectations</b> <i>Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.</i></p>	<p>4.2.1 Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] - Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including</p> <ul style="list-style-type: none"> <li>✓ The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society</li> <li>✓ diverse religious traditions of Islam - Sunni, Shi'a/Shi'ite, Sufi</li> <li>✓ role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia</li> <li>✓ the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity</li> </ul> <p>4.2.2 Unification of Eurasia under the Mongols - Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world).</p> <p>4.2.3 The Plague - Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic.</p>
<p><b>W4.3 Regional Expectations</b> <i>Analyze important regional developments and cultural changes, including the growth of states, towns, and trade in Africa south of the Sahara, Europe, the Americas, and China.</i></p>	<p>4.3.1 Africa to 1500 - Describe the diverse characteristics of early African societies and the significant changes in African society by</p> <ul style="list-style-type: none"> <li>✓ comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures</li> <li>✓ using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language</li> <li>✓ analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade</li> <li>✓ analyzing the development of an organized slave trade within and beyond Africa</li> <li>✓ analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity</li> </ul>

DETROIT PUBLIC SCHOOLS  
Office of Social Studies

SOCIAL STUDIES NON-NEGOTIABLES

Grades II World History and Geography

Domain Standard/Descriptor	Student Activities
<p><b>W5.1 Cross-temporal or Global Expectations</b> <i>Analyze the global impact and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.</i></p>	<p>4.3.3 China to 1500 - Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation.</p> <p>5.1.2 World Religions - Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems.</p>
<p><b>W5.2 Interregional or Comparative Expectations</b> <i>Analyze the impact of oceanic travel on interregional interactions.</i></p>	<p>5.2.1 European Exploration/Conquest and Columbian Exchange - Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by</p> <ul style="list-style-type: none"> <li>✓ describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries (<i>National Geography Standard 11, p. 206</i>)</li> <li>✓ explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies</li> </ul> <p>5.2.2 Trans-African and Trans-Atlantic Slave Systems - Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by</p> <ul style="list-style-type: none"> <li>✓ using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage</li> <li>✓ comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvée labor, wage labor)</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 11 World History and Geography**

Domain Standard/Descriptor	Student Activities
<p><b>W5.3 Regional Content Expectations</b> <i>Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.</i></p>	<p>5.3.1 <b>Ottoman Empire through the 18th Century</b> – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by</p> <ul style="list-style-type: none"> <li>✓ using historical and modern maps to describe the empire’s origins (Turkic migrations), geographic expansion, and contraction</li> <li>✓ analyzing the impact of the Ottoman rule</li> </ul> <p>5.3.2 <b>East Asia through the 18th Century</b> – Analyze the major political, religious, economic, and cultural transformations in East Asia by</p> <ul style="list-style-type: none"> <li>✓ analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration</li> <li>✓ analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society</li> </ul> <p>5.3.3 <b>South Asia/India through the 18th Century</b> – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact.</p> <p>5.3.4 <b>Russia through the 18th Century</b> – Analyze the major political, religious, economic, and cultural transformations in Russia including</p> <ul style="list-style-type: none"> <li>✓ Russian imperial expansion and top-down westernization/modernization</li> <li>✓ the impact of its unique location relative to Europe and Asia</li> <li>✓ the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity</li> </ul>
<p><b>6.1 Global or Cross-temporal Expectations</b> <i>Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political and economic structures in an era of increasing global trade and consolidations of power.</i></p>	<p>6.1.1 <b>Global Revolutions</b> – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce.</p> <p>6.1.2 <b>World-wide Migrations and Population Changes</b> – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends.</p> <p>6.1.3 <b>Increasing Global Interconnections</b> – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including</p> <ul style="list-style-type: none"> <li>✓ constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization</li> <li>✓ the global spread of major innovations, technologies, and commodities via new global networks</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 11 World History and Geography**

Domain Standard/Descriptor	Student Activities
<p><b>6.2 Interregional or Comparative Expectations</b> <i>Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.</i></p>	<p>6.1.4 <b>Changes in Economic and Political Systems</b> – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism).</p> <p>6.1.5 <b>Interpreting Europe’s Increasing Global Power</b> – Describe Europe’s increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions).</p> <p>6.2.1 <b>Political Revolutions</b> – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions)</p> <p>6.2.2 <b>Growth of Nationalism and Nation-states</b> – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and non-western context (e.g., Meiji Japan).</p> <p>6.2.3 <b>Industrialization</b> – Analyze the origins, characteristics and consequences of industrialization across the world by comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France</p> <ul style="list-style-type: none"> <li>✓ describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements</li> <li>✓ describing the environmental impacts of industrialization and urbanization</li> </ul> <p>6.2.4 <b>Imperialism</b> – Analyze the political, economic, and social causes and consequences of imperialism by using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia</p> <ul style="list-style-type: none"> <li>✓ describing the connection between imperialism and racism, including the social construction of race</li> <li>✓ comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia</li> <li>✓ analyze the responses to imperialism by African and Asian peoples</li> </ul>
<p><b>W6.3 Regional Content Expectations</b> <i>Analyze the important regional developments and political, economic, and social transformations in Europe, Japan,</i></p>	<p>6.3.1 <b>Europe</b> – Analyze the economic, political, and social transformations in Europe by</p> <ul style="list-style-type: none"> <li>✓ analyzing and explaining the impact of economic development on European society</li> <li>✓ explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women</li> <li>✓ using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions</li> </ul>



**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 11 World History and Geography**

Domain Standard/Descriptor	Student Activities
<p><i>China, and Africa.</i></p>	<p>6.3.2 East Asia - Analyze the political, economic, and social transformations in East Asia by</p> <ul style="list-style-type: none"> <li>✓ explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War</li> <li>✓ describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions</li> </ul> <p>6.3.3 Africa - Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo).</p>
<p><b>W7.1 Global or Cross-temporal Expectations</b> <i>Analyze changes in global balances of military, political, economic, and technological power and influence in the first half of the 20th century.</i></p>	<p>7.1.1 Increasing Government and Political Power - Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens.</p> <p>7.1.2 Comparative Global Power - Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination).</p> <p>7.1.3 Twentieth Century Genocide - Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romanas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese.</p>
<p><b>W7.2 Interregional or Comparative Expectations</b> <i>Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.</i></p>	<p>7.2.1 World War I - Analyze the causes, characteristics, and long-term consequences of World War I by</p> <ul style="list-style-type: none"> <li>✓ analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism</li> <li>✓ analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home</li> <li>✓ explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe</li> </ul> <p>7.2.2 Inter-war Period - Analyze the transformations that shaped world societies between World War I and World War II by</p> <ul style="list-style-type: none"> <li>✓ examining the causes and consequences of the economic depression on different regions, nations, and the globe</li> <li>✓ describing and explaining the rise of fascism and the spread of communism in Europe and Asia</li> <li>✓ comparing and contrasting the rise of nationalism in China, Turkey, and India</li> </ul> <p>7.2.3 World War II - Analyze the causes, course, characteristics, and immediate consequences of World War II by</p> <ul style="list-style-type: none"> <li>✓ explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria &amp; Sudetenland)</li> <li>✓ explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah)</li> </ul>

**DETROIT PUBLIC SCHOOLS**  
**Office of Social Studies**  
**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 11 World History and Geography**

Domain Standard/Descriptor	Student Activities
<p><b>7.3 Regional Content Expectations</b>  <i>Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.</i></p>	<ul style="list-style-type: none"> <li>✓ analyzing the major turning points and unique characteristics of the war</li> <li>✓ explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world</li> <li>✓ analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan</li> <li>✓ describing the emergence of the United States and the Soviet Union as global superpowers.</li> </ul> <p>7.3.1 Russian Revolution - Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.</p> <p>7.3.2 Europe and Rise of Fascism and Totalitarian States - Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras.</p> <p>7.3.3 Asia - Analyze the political, economic, and social transformations that occurred in this era, including</p> <ul style="list-style-type: none"> <li>✓ Japanese imperialism</li> <li>✓ Chinese nationalism, the emergence of communism, and civil war</li> <li>✓ Indian independence struggle</li> </ul> <p>7.3.4 The Americas - Analyze the political, economic and social transformations that occurred in this era, including</p> <ul style="list-style-type: none"> <li>✓ economic imperialism (e.g. dollar diplomacy)</li> <li>✓ foreign military intervention and political revolutions in Central and South America</li> <li>✓ nationalization of foreign investments</li> </ul>
<p><b>8.1 Global and Cross-temporal Expectations</b>  <i>Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era</i></p>	<p>8.1.2 Cold War Conflicts - Describe the major arenas of conflict, including</p> <ul style="list-style-type: none"> <li>• the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam</li> <li>• the arms and space race</li> </ul> <p>8.1.4 Mapping the 20th Century - Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (Including Israel, Jordan and Palestine).</p>

**DETROIT PUBLIC SCHOOLS**  
Office of Social Studies

**SOCIAL STUDIES NON-NEGOTIABLES**

**Grades 11 World History and Geography**

<b>Domain Standard/Descriptor</b>	<b>Student Activities</b>
<b>8.2 Interregional or Comparative Expectations</b> <i>Assess and compare the regional struggles for and against independence, decolonization, and democracy across the world.</i>	8.2.1 The Legacy of Imperialism - Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). 8.2.3 Middle East - Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict.