

Standards Summary: All Standards In Test

- MI I.1.0 All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1945-1970); and Contemporary United States (1968-present). (Time and Chronology).
- MI I.1.2 Describe major factors that characterize the following eras in United States history: The Development of the Industrial United States (1870-1900), The Emergence of Modern America (1890-1930), The Great Depression and World War II (1929-1945), Post War United States (1945-1970) and Contemporary United States (1968-present).
- MI I.2.0 All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)
- MI I.2.1 Draw upon narratives and graphic data to explain significant events that shaped the development of Michigan as a state and the United States as a nation during the eras since Reconstruction.
- MI I.2.3 Select events and individuals from the past that have had global impact on the modern world and describe their impact.
- MI II.1.0 All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)
- MI II.3.0 All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement, and Connections)
- MI II.4.3 Explain how processes like population growth, economic development, urbanization resource use, international trade, global communication, and environmental impact are affecting different world regions.
- MI III.1.0 All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)
- MI IV.3.0 All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production. (Role of Government)

United States First Quarter Common Assessment Test

- MI V.1.0 All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.
(Information Processing)
- NCSS IIIb create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs;
- NCSS IIIc use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps;
- NCSS IIIf describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like;
- NCSS IIIg examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;
- NCSS IIIh describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local regional, national, and global settings;
- NCSS IIc identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nations-states, and social, economic, and political revolutions;
- NCSS IV Individual Development and Identity. Personal identity is shaped by one's culture, by groups and by institutional influences. Examination of various forms of human behavior enhances understanding of the relationships between social norms and emerging personal identities, the social processes which influence identity formation, and the ethical principles underlying individual action.
- NCSS IVe examine the interactions of ethnic, national, or cultural influences in specific situations or events;
- NCSS Ic apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns
- NCSS Ie demonstrate the value of cultural diversity, as well as cohesion, within and across groups;
- NCSS If interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;

NCSS VI	Power, Authority, and Governance. Understanding of the historic development of structures of power, authority, and governance and their evolving functions in contemporary society is essential for the emergence of civic competence.
NCSS VIIIa	Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
NCSS VIIIb	make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;
NCSS VIIa	explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
NCSS VIIb	analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
NCSS VIId	describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations;
NCSS VIIf	compare how values and beliefs influence economic decisions in different societies;
NCSS VIHh	apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
NCSS VIB	explain the purpose of government and analyze how its powers are acquired, used, and justified;
NCSS VIc	analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;
NCSS VIId	compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity;
NCSS VIIf	analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
NCSS Va	apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society;
NCSS Vb	analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
NCSS Xc	locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues-identifying, describing, and evaluating multiple points of view;