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ABSTRACT

Intended for teachers, this booklet explains that the social studies Michigan Educational Assessment Program (MEAP) is aligned to the content standards and benchmarks for social studies contained in the Michigan Curriculum Framework. The booklet poses and answers eight questions dealing with a concept list (where it came from, how it is divided, how it can be used) and teaching concepts in grade clusters. It lists basic civics, economic, geographic, and historical concepts for early elementary and those added at later elementary, middle school, and high school levels. (BT)



Social Studies Basic Concepts

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Social Studies Basic Concepts

Social Studies Concepts and Vocabulary Lists

The Social Studies MEAP is aligned to the content standards and benchmarks for social studies contained in the Michigan Curriculum Framework. When you are teaching towards the benchmarks and using the vocabulary of the benchmarks you are preparing your students for success on the social studies MEAP.

Where did the concept list come from?

The list came from the content standards and benchmarks for social studies contained in the Michigan Curriculum Framework. We have taken the concepts and vocabulary contained in the benchmarks and have listed them by grade level for each of the four disciplines of history, geography civics and economics.

How is the list divided?

The list is divided by grade levels and by social studies discipline. A quick reminder, early elementary is grades K-2, later elementary grades 3-5, middle school 6-8 and high school covers grades 9-12. The four disciplines are history, geography, economics and civics.

When should they be used?

Use the list when you are creating units and lesson plans for your students and when you are working with colleagues on curriculum development committees.

How can the list be used by teachers?

You will have the most instructional success if you cluster a small group of related concepts from the grade level you are teaching and stress those concepts using a chapter from the textbook or a unit you created. When you are confident that the students know and can use the concepts you have taught, use the benchmarks listed in the content standards and benchmarks for social studies to test your students' achievement.

Can you give us an example of clustering concepts?

Here is an example that might help you. An examination of the concepts for early elementary economics reveals many combinations of concepts you can sensibly cluster. Consumers, goods, services, currency and coin could easily be clustered together. "Consumers purchase goods and services using currency and coins," could be a basic big idea you may want to teach in an early elementary unit.

Is there only one way to cluster concepts?

No, another cluster could put together producers, consumers, goods, and services to explore the big idea that "producers provide goods and services for consumers." If you are using a textbook, examine the instructional material to determine how the concepts are clustered in the text. And remember, some concepts are so rich and complex that you may choose to teach them alone.

What would an example of teaching a cluster look like?

Create a unit or use materials that teaches a cluster of concepts. Make sure you have a focus like a big idea, for example, "consumers purchase goods and services using currency and coins." Then teach the unfamiliar concepts in the context of the big idea. To define consumers for example, you might choose to use pictures showing individuals acting as a consumer. You will want to discuss how families are consumers, perhaps having students draw pictures showing their own families in the role of consumer. Reflecting on their own day and week students should be able to discover when they acted as consumers. Purchasing lunch at school or buying a gift for a family member are two common examples. Listing how the "school" is a consumer is another exploration that will help students make sense of the concept of consumer.

While teaching the concept of consumer you will also discuss currency and coin. What is the difference? How will the students pay for items they will consume today---with currency, coin, or a combination? Obviously to teach this big idea you will also have to teach goods and services. These lessons will take many days and extend over a period of time.

Once you have taught your lessons and given students opportunities to use the concepts in multiple contexts you will be ready to assess student learning using the benchmarks. Select a benchmark that incorporates the concepts you have taught and turn the benchmark into an assessment task. *Identify ways families produce and consume goods and services* is a benchmark. You might ask students to fold a sheet of paper into four squares and draw a picture in each box that shows the four concepts of the benchmark.

Do I have to teach every concept listed for my grade cluster?

You should work together with the other teachers at your grade cluster, all the teachers teaching social studies in grades 6, 7, and 8 for example, and decide who will be responsible for teaching each benchmark. Who will introduce and when appropriate who will reinforce each benchmark?

There are many "right" ways of doing this. You should decide which concepts fit into units you have already taught and have had success with, and the content of your textbooks and supplemental programs before making any final decisions. Remember all benchmarks should be accomplished by the last grade in the grade cluster. By eighth grade for example the students should have mastered all the middle school (grades 6-8)

benchmarks. This activity will divide the responsibility of teaching the concepts between all the teachers. The concepts are not the responsibility of any one teacher.

Social Studies

Basic Civic Concepts

Early Elementary:

Authority
Government
Rules
Justice
Freedom
Conflicts
Core Democratic Values
Decisions
Influence
National Events
International Events

Added at Middle School:

Constitution
Representative Democracy
Alternate forms of Government
Civic Procedures
Common Good
Individual Rights
Disparities in American Ideals
Criminal Procedures and Realities
International Governmental Organizations

Added at Later Elementary

State, Local, & National Government Institutions
Limiting Power of Government
Campaigns
Declaration of Independence
State & Federal Courts
Special Rights (guaranteed by the Constitution)
Citizen's Responsibilities
Laws (making, enforcing, & interpreting)

Added at High School:

Federal System
American Presidential System
Parliamentary Systems
Diversity in American Life
Conduct of Citizens
Political Behavior
Practices of Government
Civic Courts
Core Democratic Values
Amendments
American Political System
Criminal Courts
American Influence (on other countries)
Branches of Government

Social Studies

Basic Economic Concepts

Early Elementary:

Production/Producers
Consumption/Consumers
Goods
Services
Resources
Distribution
Markets
Market Economy
Currency
Economic Exchanges
Coin
Taxes
Cash
Choice
Fees

Added at Later Elementary:

Allocation of Resources
Economic Development
Economic Roles of Government
Scarcity
Economic Decisions
Opportunity Costs
Decision Making Model
Costs Benefits
Consumer
Credit
Natural Resources
Human Capital
Capital Equipment
Individual Ownership
Partnership
Corporation
Public Service
Economic Dispute
Prices
Public Goods
International Trade
Distribution
Trade
Exporters
Importers

Added at Middle School:

Price
Economic Trends
Profit
Risks
Entrepreneur
Distribution
Private Goods
Economic Measurement
Forms of Taxation
Role of the Government in the Economy
Scarcity
Economic Institutions
Demand
Households
Government
Command Economies
Barter business, banks, labor unions
Constitutional Regulation of Commerce
Advertising
Incentives
Supply
World Regions
Public Policy

Added at High School:

Earning
Spending
Economic Systems
Investing
Marketplace
Saving
Foreign Market
Economic Indicators
Export
Fiscal Policy
Inflation/Deflation
Monetary Policy
Intended Results
Unintended Results
Economic Growth
International Economic System
Comparative Advantage
Domestic Economy
Absolute Advantage
Tariffs
Free Market Economy
Social Goals
Specialization
Quotas
Currency Exchange
Tax Policy
Interdependence
World Markets
Societal Problems

Social Studies

Basic Geographic Concepts

| Early Elementary: | Added at Middle School: |
|--|--|
| | |
| Human Characteristics of Place, Location, State | World Regions |
| Natural Characteristics of Place, Community, Country | Governments |
| Environment Movement | Global Consequences |
| Boundaries | Human Environment |
| Human Wants and Needs | Economic and Political |
| Human Connection to Place | Geographic Aspects of Interaction |
| Major World Event | Connections World Events |
| Region | Occupations |
| | Patterns |
| | |
| Added at Later Elementary: | Added at High School: |
| | |
| Cultures Modify Physical Geography | Women's and Men's Perceptions |
| Community Characteristics | Urbanization |
| Economic Activity | Economic Development |
| Economic Geography | Environmental Consequences |
| Ecosystem | Population Growth |
| Migration Cultural Geography | Political Systems |
| Processes | World Processes |
| Transportation | Economic Development |
| Great Lakes Ecosystem | Cultural Stability and World Events |
| Resources | Resource Use Change |
| Communication, Physical and Human | World Patterns of Economic International Trade |
| Physical Patterns | Conflict and Cooperation Activity |
| Sketch Maps | Global Communication |
| Processes | |
| Land Use Geography | |
| Adapt | |

Social Studies

Basic Historical Concepts

Early Elementary:

Clocks Tell Time
Personal Virtue
Historical Narratives
Weeks, Months, and Years are Records
from the Past
Historical Facts
Intervals of Time
Primary Documents
Historical Interpretations
Past, Present, and Future
Stories from the Past Point of View
Chronological Order
Personal History
Evaluate the Decisions of Others
Good Character
Family History

Added at Later Elementary:

Conflicting Viewpoints
Decades and Centuries
Values and Interests
Sequence
Ethical Considerations
Graphic Data
Short-term and Long-term
Comparing the Past
Consequences
Primary Sources

Added at Middle School:

Historical Biographies
Historical Violations of Perspective
Timeline
Secondary Records

Human Dignity
Defining Characteristic
Crimes Against Humanity
Historical Origins
Contemporary Factors
Core Democratic Values
Historical Eras
Alternative Courses of Action
Reconstruction

Added at High School:

Contemporary Factors
Alternatives
Defining Characteristic
Historical Analogies
Significant Events
Key or Pivotal Decisions
Global Impact
Modern World
Historical Inevitability



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