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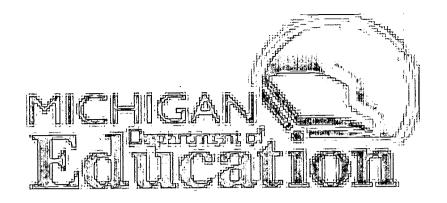
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ABSTRACT

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 benchmarks. 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.



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



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 Inporters



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

Ouotas

Currency Exchange

Tax Policy Interdependence World Markets Societal Problems



Basic Geographic Concepts

Human Characteristics of Place, Location, State Natural Characteristics of Place, Community, Country Environment Movement Boundaries Human Environment Human Environment Human Wants and Needs Human Connection to Place Geographic Aspects of Interaction Major World Event Connections World Events Region Added at Later Elementary: Added at High School: Cultures Modify Physical Geography Community Characteristics Urbanization Economic Geography Economic Geography Environmental Consequences Ecosystem Population Crowth Migration Cultural Geography Processes Transportation Great Lakes Ecosystem Resources Communication, Physical and Human Physical Patterns Conflict and Cooperation Activity Resources Communication, Physical and Human Processes Land Use Geography Governments Conflict and Cooperation Activity Roor Resources Resource Use Change Resources Conflict and Cooperation Activity Sketch Maps Processes Land Use Geography Adapt	Early Elementary:	Added at Middle School:
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Sketch Maps Global Communication Processes Land Use Geography	_	Trade
Sketch Maps Global Communication Processes Land Use Geography	Physical Patterns	Conflict and Cooperation Activity
Processes Land Use Geography		Global Communication
	Land Use Geography	



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 Pair

Stories from the Past Point of View

Chronological Order Personal History

Evaluate the Decisions of Others

Good Character Family History

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 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 High School:

Contemporary Factors

Alternatives

Defining Characteristic Historical Analogies Significant Events

Key or Pivotal Decisions

Global Impact Modern World

Historical Inevitability



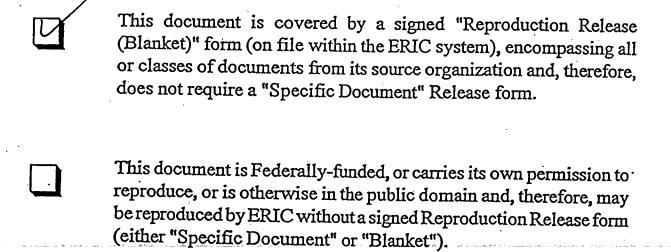


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