

Meeting Michigan Grade Level Content Expectations with TCI Programs (Grades 6 and 7)

With the release of Michigan's new Grade Level Content Expectations (GLCEs), many schools are searching for new resources to meet these expectations.

TCI has two middle school core basal programs written for middle school students that meet the Michigan Standards for 6th and 7th grade, *History Alive! The Ancient World* and *Geography Alive! Regions and People*. TCI also has eight world history supplemental units for teaching ancient history in both 6th and 7th grades, *Early Humans*, *Ancient Egypt*, *Ancient India*, *Ancient China*, *Ancient Greece*, *Ancient Rome*, *Civilizations of the Americas*, and *The Rise of Islam*, that could be used in place of the basal program *History Alive! The Ancient World*.

As described below, schools are given several choices of how to cover the 6th and 7th grade standards. The first step to determining which TCI programs will work best for you is to decide how you would like to divide the 6th and 7th grade GLCEs.

Some schools have chosen to teach both geography and history standards in 6th and 7th grades, dividing the content by hemisphere. Others have decided to cover all Geography standards in one grade level and the history standards in the other.

Here is what the State of Michigan has to say about the implementation of the new state standards in 6th and 7th grades:

The study of the Western and Eastern Hemispheres during ancient and modern times, is the content of grades six and seven. Instruction over these two years includes geography, economics, government, inquiry, public discourse and decision making, citizen involvement, and World History and Geography - Eras 1, 2, and 3. These components may be arranged over the two years with the understanding that all grade level content expectations for 6 and 7 must be included in the plan for instruction.

An approach which integrates the study of the ancient world and a present day context for geography, economics, and government of both hemispheres requires careful planning. As of the writing of this document, grade level testing is not currently planned for social studies, therefore, districts are afforded flexibility on the organizational delivery models for the content in grades 6 and 7. The charts below illustrate organizational options for how those studies might be scheduled for delivery to students.

The first chart illustrates options for an integrated course of study, called Western and Eastern Hemisphere Studies, in the sixth and seventh grades. This model infuses ancient world history into a regional Western and Eastern Hemisphere organization. The difference between the options shown in this chart is the number of weeks devoted to specific topics. Notice that the shaded columns show the number of weeks used in the first year to supplement the teaching of Eastern Hemisphere Studies. The three options shown are only examples. A local school district may adopt another, such as spending 27 weeks on Western Hemisphere Studies. It should also be noted that a district may wish to offer the Eastern Hemisphere Studies in sixth grade and Western Hemisphere Studies in seventh grade.

The second chart shows an example of how a local district might decide to divide the content by discipline with one year of ancient world history and one year of world geography. Again, all 6th and 7th Grade Level Content Expectations must be included in this discipline-based organizational delivery model.

Example of Organization for Grades Six and Seven by Hemisphere

Western Hemisphere Studies					Eastern Hemisphere Studies					
Number of Weeks of Study	The World in Temporal Terms Overview and History of Ancient Civilizations of Western Hemisphere	The World in Spatial Terms Overview and Geography of Western Hemisphere	Contemporary Civics and Economics of the Western Hemisphere	Global Issues Past and Present	Number of Weeks Remaining to Begin Teaching the Eastern Hemisphere	Number of Weeks of Study	The World in Temporal Terms Overview and History of Ancient Civilizations of Eastern Hemisphere	The World in Spatial Terms Overview and Geography of Eastern Hemisphere	Contemporary Civics and Economics of the Eastern Hemisphere	Global Issues Past and Present
1 year 36 weeks	7 Weeks	19 Weeks	5 Weeks	5 Weeks	0 Weeks	1 year 36 weeks	12 Weeks	16 Weeks	3 Weeks	5 Weeks
24 weeks	7 Weeks	11 Weeks	2 Weeks	4 Weeks	12 Weeks	48 weeks 36 weeks +12 from Grade 6	17 Weeks	22 Weeks	3 Weeks	6 Weeks
28 weeks	7 Weeks	14 Weeks	3 Weeks	4 Weeks	8 Weeks	44 weeks 36 weeks + 8 from Grade 6	15 Weeks	20 Weeks	3 Weeks	6 Weeks

Example of Organization for Grades Six and Seven by Content Discipline

Ancient World Studies						World Geography Studies				
Number of Weeks of Study	The World in Temporal Terms	Ancient History of Eastern Hemisphere	Ancient History of Western Hemisphere	Contemporary Civics/ Government and Economics	Global Issues Past and Present	Number of Weeks of Study	The World in Spatial Terms	Geography of the Eastern Hemisphere	Geography of the Western Hemisphere	Global Issues Past and Present
36 Weeks	2 Weeks	15 Weeks	9 Weeks	4 Weeks	6 Weeks	36 Weeks	2 Weeks	19 Weeks	9 Weeks	6 Weeks

Here are a few suggestions from TCI on how to meet the new Michigan Standards:

These are just a few options of how one could begin to map out a sequence of study using TCI resources to meet the new state standards in 6th and 7th grade.

Option #1: Cover all ancient history standards in one grade level and put all Geography Standards in the opposite grade level.

This approach encourages students to be fully immersed in either history or geography and can help students grasp the chronological order of historical events.

To implement this option with TCI, teachers would use *History Alive! The Ancient World* and *Geography Alive! Regions and People*.

Option # 2: Put all state standards (geography, history, civics, and economics) pertaining to the Eastern Hemisphere with the exception of Europe in 6th grade and all standards pertaining to the Western Hemisphere and Europe in 7th grade.

This option allows students to make connections between history and geography as they study each region. Additionally, by addressing the Eastern Hemisphere first, teachers can address early humans and the Agricultural Revolution early on.

To implement this option with TCI, teachers would use *Geography Alive! Regions and People* and supplemental units from the ancient world history series.

Option #3: Put all state standards (geography, history, civics, and economics) pertaining to the Western Hemisphere in 6th grade and all content pertaining to the Eastern Hemisphere in 7th grade.

This option has historically been popular in Michigan, therefore teachers may be more comfortable addressing the standards in this order.

To implement this option with TCI, teachers would use *Geography Alive! Regions and People* and supplemental units from the ancient world history series.

Recommended Lessons for **Option #1**

Using *History Alive! The Ancient World* in 6th Grade or 7th Grade

- Chapter 1 Investigating the Past
- Chapter 3 From Hunter Gatherers to Farmers
- Chapter 4 The Rise of Sumerian City States
- Chapter 5 Was Ancient Sumer a Civilization?
- Chapter 7 Geography and Early Settlement of Egypt, Kush and Canann
- Chapter 9 Daily Life in Egypt
- Chapter 10 The Kingdom of Kush
- Chapter 11 The Ancient Hebrews and Origins of Judaism
- Chapter 12 (12.2 Only) Beliefs of Judaism
- Chapter 13 Geography and Early Settlement of India
- Chapter 15 Learning about Hindu Beliefs
- Chapter 16 The Story of Buddhism
- Chapter 19 Geography and The Early Settlement of China
- Chapter 20 The Shang Dynasty
- Chapter 21 Three Chinese Philosophies
- Chapter 23 The Han Dynasty
- Chapter 24 The Silk Road
- Chapter 25 Geography and Settlement of Greece
- Chapter 26 The Rise of Democracy
- Chapter 27 Life in Two City States: Athens and Sparta
- Chapter 29 The Golden Age of Athens
- Chapter 30 Alexander The Great
- Chapter 31 The Legacy of Ancient Greece
- Chapter 32 The Geography and Settlement of Ancient Rome
- Chapter 33 Rise of the Roman Republic
- Chapter 34 From Republic to Empire
- Chapter 36 The Origins and Spread of Christianity
- Chapter 37 Legacy of Rome in the Modern World

Using *Geography Alive! Regions and People* in 6th Grade or 7th Grade

- Chapter 1 The Tools of Geography
- Chapter 2 Seeing the World like a Geographer
- U.S. and Canada Mapping Lab
- Case Study #1 Chapter 3 Settlement Patterns and Ways of Life in Canada
 - o How does where you live influence how you live?
- Case Study #2 Chapter 7 Consumption Patterns in the United States
 - o How do American consumption patterns affect people and the planet?
- Latin America Mapping Lab
- Case Study #3 Chapter 9 Spatial Inequality in Mexico City
 - o Why does spatial inequality (unequal distribution of wealth) exist in urban areas?
- Case Study #4 Chapter 12 Land Use in the Amazon Rainforest
 - o How should the resources of rainforest be used and preserved?
- Europe Mapping Lab
- Case Study # 5 Chapter 14 Supranational Cooperation in the European Union
 - o What forces fork for and against supranational cooperation among nations?
- Case Study #6 Chapter 18 New Nation States of the Old Soviet Empire: Will they succeed?
 - o What factors contribute to the success or failures of new nation states?
- Africa Mapping Lab
- Case Study #7 Chapter 20 Life in the Sahara and Sahel: Adapting to a desert region
 - o How do people adapt to livening in a desert?
- Case Study #8 Chapter 21 Micro-entrepreneurs: Women's Role in Development of Africa.

- How are women micro-entrepreneurs in developing countries changing their communities?
- Southwest Asia Mapping Lab
- Case Study #9 Chapter 24 Oil in Southwest Asia
 - How might having a valuable natural resource affect a region?
- Monsoon Asia Mapping Lab
- Case Study #10 Chapter 28 Tech Workers and Time Zones: India's Comparative Advantage
 - What factors give some countries a comparative in the global IT revolution?
- Case Study #11 Chapter 30 China The Worlds Most Populous Country
 - How does a country meet the challenges created by a large and growing population?
- Case Study #12 Chapter 31 Population Density in Japan
 - How does population density affect the way people live?
- Case Study # 13 Chapter 32 The Global Sneaker: From Asia to Everywhere
 - What is globalization and how does it affect people and places?
- Oceania And Antarctica Mapping Lab
- Case Study #14 Chapter 35 Antarctica: Researching Global Warming at the Coldest Place on Earth
 - How might global warming affect the environment in the world's coldest places?

Recommended Lessons for **Option #2**

Using Geography Alive! and the Ancient World Supplements in both 6th and 7th grades with Eastern Hemisphere studies in 6th grade and Western Hemisphere Studies in 7th grade

6th Grade:

- GA! Chapter 1 The Tools of Geography
- GA! Chapter 2 Seeing the World like a Geographer
- Peopling of the Earth using Early Humans Supplement
- Agricultural Revolution using Early Humans Supplement
- Ancient Egypt and the Near East using Ancient History Supplement
- GA! Mapping Lab: Africa
- GA! Case Study Chapter 19 The Nile River: A Journey from Source to Mouth
 - How do rivers change as they flow across the Earth's surface?
- GA! Case Study Chapter 22 Nigeria: A Country of Many Cultures
 - How can dividing a diverse country into regions make it easier to understand?
- GA! Case Study Chapter 23 Resources and Power in Post-apartheid South Africa
 - How might ethnic differences affect who controls resources and power in a society?
- GA! Mapping Lab: Southwest Asia
- GA! Case Study Chapter 24 Oil in Southwest Asia
 - How might having a valuable natural resource affect a region?
- Ancient India using Ancient India Supplement
- GA! Mapping Lab: Monsoon (southeast) Asia
- GA! Case Study Chapter 27 Waiting for the Rains: The effect of Monsoons in South Asia
 - How does climate influence human activity in a region?
- GA! Case Study Chapter 28 Tech Workers and Time Zones: India's Comparative Advantage
 - What factors give some countries a comparative in the global IT revolution?
- Ancient China using Ancient China Supplement
- GA! Case Study Chapter 30 China The Worlds Most Populous Country
 - How does a country meet the challenges created by a large and growing population?
- GA! Case Study Chapter 31 Population Density in Japan
 - How does population density affect the way people live?

- GA! Case Study Chapter 32 The Global Sneaker: From Asia to Everywhere
 - o What is globalization and how does it affect people and places?
- GA! Mapping Lab: Oceania and Antarctica
- GA! Case Study Chapter 33 Relative and Absolute Location: What Makes Australia Unique?
 - o How does a country's location shape life within its borders?
- GA! Case Study Chapter 34 The Pacific Islands
 - o How do people adapt to life in an island region?
- GA! Case Study Chapter 35 Antarctica: Researching Global Warming at the Coldest Place on Earth
 - o How might global warming affect the environment in the world's coldest places

7th Grade:

- Ancient Greece using Ancient Greece supplement
- Ancient Rome using Ancient Rome supplement
- GA! Mapping Lab: Europe
- GA! Case Study Chapter 14 Supranational Cooperation in the European Union
 - o What forces fork for and against supranational cooperation among nations?
- GA! Case Study Chapter 18 New Nation States of the Old Soviet Empire: Will they succeed?
 - o What factors contribute to the success or failures of new nation states?
- GA! Mapping Lab: Canada and the U.S.
- GA! Case Study Chapter 3 Settlement Patterns and Ways of Life in Canada
 - o How does where you live influence how you live?
- GA! Case Study Chapter 7 Consumption Patterns in the United States
 - o How do American consumption patterns affect people and the planet?
- GA! Case Study Chapter 8 Migration to the United States: The Impact on People and Places
 - o How does migration affect the lives of people and the character of places?
- Ancient Civilizations of the Americas using Civilizations of the Americas Supplement
- GA! Mapping Lab: Latin America
- GA! Case Study Chapter 9 Spatial Inequality in Mexico City
 - o Why does spatial inequality (unequal distribution of wealth) exist in urban areas?
- GA! Case Study Chapter 10 Indigenous Cultures: The Survival of the Maya Mesoamerica
 - o How do indigenous peoples preserve their traditional culture while adapting to modern life?
- GA! Case Study Chapter 12 Land Use in the Amazon Rainforest
 - o How should the resources of rainforest be used and preserved?

Recommended Lessons for **Option #3**

Using Geography Alive! and Ancient World Supplements in both 6th and 7th grades with Western Hemisphere studies in 6th grade and Eastern Hemisphere Studies in 7th grade

6th Grade:

- GA! Chapter 1 The Tools of Geography
- GA! Chapter 2 Seeing the World like a Geographer
- Peopling of the Earth using Early Humans Supplement
- Agricultural Revolution using Early Humans Supplement
- Ancient Greece using Ancient Greece supplement
- Ancient Rome using Ancient Rome supplement
- GA! Mapping Lab: Europe
- GA! Case Study Chapter 14 Supranational Cooperation in the European Union
 - o What forces fork for and against supranational cooperation among nations?
- GA! Case Study Chapter 18 New Nation States of the Old Soviet Empire: Will they succeed?

- What factors contribute to the success or failures of new nation states?
- GA! Mapping Lab: Canada and the U.S.
- GA! Case Study Chapter 3 Settlement Patterns and Ways of Life in Canada
 - How does where you live influence how you live?
- GA! Case Study Chapter 7 Consumption Patterns in the United States
 - How do American consumption patterns affect people and the planet?
- GA! Case Study Chapter 8 Migration to the United States: The Impact on People and Places
 - How does migration affect the lives of people and the character of places?
- Ancient Civilizations of the Americas using Civilizations of the Americas Supplement
- GA! Mapping Lab: Latin America
- GA! Case Study Chapter 9 Spatial Inequality in Mexico City
 - Why does spatial inequality (unequal distribution of wealth) exist in urban areas?
- GA! Case Study Chapter 10 Indigenous Cultures: The Survival of the Maya Mesoamerica
 - How do indigenous peoples preserve their traditional culture while adapting to modern life?
- GA! Case Study Chapter 12 Land Use in the Amazon Rainforest
 - How should the resources of rainforest be used and preserved?

7th Grade:

- Ancient Egypt and the Near East using Ancient History Supplement
- GA! Mapping Lab: Africa
- GA! Case Study Chapter 19 The Nile River: A Journey from Source to Mouth
 - How do rivers change as they flow across the Earth's surface?
- GA! Case Study Chapter 22 Nigeria: A Country of Many Cultures
 - How can dividing a diverse country into regions make it easier to understand?
- GA! Case Study Chapter 23 Resources and Power in Post-apartheid South Africa
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 - How does climate influence human activity in a region?
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- GA! Mapping Lab: Oceania and Antarctica
- GA! Case Study Chapter 33 Relative and Absolute Location: What Makes Australia Unique?
 - How does a country's location shape life within its borders?
- GA! Case Study Chapter 34 The Pacific Islands
 - How do people adapt to life in an island region?
- GA! Case Study Chapter 35 Antarctica: Researching Global Warming at the Coldest Place on Earth
 - How might global warming affect the environment in the world's coldest places?