

#### Standards

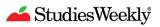
#### Weekly Issues

	SOCIAL STUDIES PROCESS AND SKILLS S	TANDARDS K-2
K-2 P1.1	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	<ul> <li>1: I Am a Member of a Community</li> <li>3: What Are Laws?</li> <li>4: Learning and Working Together</li> <li>5: Our Government</li> <li>8: Important Documents</li> <li>9: Patriotism</li> <li>11: National Holidays</li> <li>12: Map Skills</li> <li>13: Location</li> <li>14: Place: Physical Characteristics</li> <li>15: Place: Human Characteristics</li> <li>16: Human-Environment Interaction</li> <li>18: My Place on the Map</li> <li>19: Culture</li> <li>20: Needs and Wants</li> <li>21: Goods and Services</li> <li>23: Jobs</li> <li>24: Spending and Saving</li> <li>25: Time</li> <li>28: Sources</li> <li>30: Inventions</li> <li>31: Transportation Over Time</li> <li>32: Communication Over Time</li> </ul>
K-2 P1.2	Differentiate between primary and secondary source documents.	28: Sources 29: Life Long Ago and Today 32: Communication Over Time
K-2 P1.3	Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.	<ol> <li>I Am a Member of a Community</li> <li>What Are Laws?</li> <li>Learning and Working Together</li> <li>Our Government</li> <li>Important Documents</li> <li>Patriotism</li> <li>National Holidays</li> <li>Map Skills</li> <li>Location</li> <li>My Place on the Map</li> <li>Culture</li> <li>Needs and Wants</li> <li>Goods and Services</li> <li>Spending and Saving</li> <li>Time</li> <li>Changes Over Time</li> <li>Inventions</li> <li>Transportation Over Time</li> <li>Communication Over Time</li> </ol>

#### 🚄 StudiesWeekly



	Standards	Weekly Issues
		35: Today's Inquiry: Mountains 36: Create Your Own Inquiry
K-2 P1.4	Identify point of view and bias.	19: Culture 20: Needs and Wants 28: Sources
K-2 P2.1	Use compelling and supporting questions to investigate social studies problems.	<ul> <li>1: I Am a Member of a Community</li> <li>3: What Are Laws?</li> <li>4: Learning and Working Together</li> <li>8: Important Documents</li> <li>9: Patriotism</li> <li>11: National Holidays</li> <li>12: Map Skills</li> <li>19: Culture</li> <li>20: Needs and Wants</li> <li>24: Spending and Saving</li> <li>25: Time</li> <li>32: Communication Over Time</li> <li>33: What is a Question?</li> <li>34: Asking a Question</li> <li>35: Today's Inquiry: Mountains</li> <li>36: Create Your Own Inquiry</li> </ul>
K-2 P2.2	Differentiate between compelling questions and supporting questions.	<ol> <li>1: I Am a Member of a Community</li> <li>3: What Are Laws?</li> <li>4: Learning and Working Together</li> <li>8: Important Documents</li> <li>9: Patriotism</li> <li>11: National Holidays</li> <li>12: Map Skills</li> <li>19: Culture</li> <li>20: Needs and Wants</li> <li>24: Spending and Saving</li> <li>25: Time</li> <li>32: Communication Over Time</li> </ol>
K-2 P2.3	Use supporting questions to help answer compelling social studies questions.	1: I Am a Member of a Community 3: What Are Laws? 4: Learning and Working Together 8: Important Documents 9: Patriotism 11: National Holidays 12: Map Skills 19: Culture 20: Needs and Wants 24: Spending and Saving 25: Time





	Standards	Weekly Issues
		32: Communication Over Time 35: Today's Inquiry: Mountains 36: Create Your Own Inquiry
K-2 P2.4	Know how to find relevant evidence from a variety of sources.	<ul> <li>1: I Am a Member of a Community</li> <li>3: What Are Laws?</li> <li>4: Learning and Working Together</li> <li>8: Important Documents</li> <li>9: Patriotism</li> <li>11: National Holidays</li> <li>12: Map Skills</li> <li>19: Culture</li> <li>20: Needs and Wants</li> <li>24: Spending and Saving</li> <li>25: Time</li> <li>32: Communication Over Time</li> </ul>
K-2 P2.5	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.	4: Learning and Working Together 12: Map Skills 19: Culture
K-2 P3.1	State an issue as a question of public policy and discuss possible solutions from different perspectives.	4: Learning and Working Together 8: Important Documents
K-2 P3.2	Apply Democratic Values or Constitutional Principles to support a position on an issue.	4: Learning and Working Together 8: Important Documents
K-2 P3.3	Construct an argument and justify a decision supported with evidence.	4: Learning and Working Together 8: Important Documents
K-2 P3.4	Explain the challenges people have faced and actions they have taken to address issues at different times and places.	4: Learning and Working Together 8: Important Documents
K-2 P4.1	Act out of the rule of law and hold others to the same standard.	2: What Are Rules? 3: What Are Laws? 4: Learning and Working Together
K-2 P4.2	Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.	4: Learning and Working Together 8: Important Documents
K-2 P4.3	Explain different strategies students and others could take to address problems and predict possible results.	4: Learning and Working Together 8: Important Documents





	Standards	Weekly Issues
K-2 P4.4	Use democratic procedures to make decisions on civic issues in the school or classroom.	4: Learning and Working Together
	SOCIAL STUDIES CONTENT EXPECTATIONS	: KINDERGARTEN
H2	Living and Working Together Use historical thinking to understand the past.	<ul> <li>25: Time</li> <li>26: Words About Time</li> <li>27: Changes Over Time</li> <li>28: Sources</li> <li>29: Life Long Ago and Today</li> <li>30: Inventions</li> <li>31: Transportation Over Time</li> <li>32: Communication Over Time</li> </ul>
H2.0.1	Distinguish among the past, present, and future.	26: Words About Time 29: Life Long Ago and Today
H2.0.2	Create a timeline using events from their own lives.	27: Changes Over Time
H2.0.3	Describe ways people learn about the past.	28: Sources 29: Life Long Ago and Today
G1	The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.	12: Map Skills 13: Location 18: My Place on the Map
G1.0.1	Recognize that maps and globes represent places.	12: Map Skills 18: My Place on the Map
G1.0.2	Use directions or positional words to identify significant locations in the classroom.	13: Location
G2	Places and Regions Understand how regions are created from common physical and human characteristics.	<ul><li>14: Place: Physical Characteristics</li><li>15: Place: Human Characteristics</li><li>17: Regions</li><li>18: My Place on the Map</li></ul>
G2.0.1	Identify and describe places in the immediate environment.	17: Regions 18: My Place on the Map
G5	Environment and Society Understand the effects of human-environment interactions.	16: Human-Environment Interaction







	Standards	Weekly Issues
G5.0.1	Describe ways in which the environment provides for basic human needs and wants.	16: Human-Environment Interaction
C1	Purposes of Government Explain why people create governments.	2: What Are Rules? 5: Our Government 6: Government Services
C1.0.1	Identify and explain reasons for rules at home and in school.	2: What Are Rules?
C2	Democratic Values and Constitutional Principles of American Government	<ul> <li>4: Learning and Working Together</li> <li>7: Citizens</li> <li>8: Important Documents</li> <li>9: Patriotism</li> <li>10: National Symbols</li> <li>11: National Holidays</li> </ul>
C2.0.1	Identify the American flag as an important symbol of the United States.	9: Patriotism 10: National Symbols
C2.0.2	Explain why people do not have the right to do whatever they want.	
C2.0.3	Describe fair ways for groups to make decisions.	4: Learning and Working Together
C5	Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.	1: I Am a Member of a Community 7: Citizens
C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility.	1: I Am a Member of a Community 7: Citizens
E1	Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.	<ul><li>20: Needs and Wants</li><li>21: Goods and Services</li><li>22: Meeting Our Needs</li><li>23: Jobs</li><li>24: Spending and Saving</li></ul>
E1.0.1	Describe economic wants they have experienced.	20: Needs and Wants
E1.0.2	Distinguish between goods and services.	21: Goods and Services





	Standards	Weekly Issues
E1.0.3	Recognize situations in which people trade.	22: Meeting Our Needs
P3.1	Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.	4: Learning and Working Together 8: Important Documents
P3.1.1	Identify classroom issues.	4: Learning and Working Together
P3.1.2	Use simple graphs to explain information about a classroom issue.	4: Learning and Working Together
P3.1.3	Compare their viewpoint about a classroom issue with the viewpoint of another person.	8: Important Documents
P3.3	Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.	8: Important Documents
P3.3.1	Express a position on a classroom issue.	8: Important Documents
P4.2	Civic Participation Act constructively to further the public good.	8: Important Documents
P4.2.1	Develop and implement an action plan to address or inform others about a classroom issue.	8: Important Documents
P4.2.2	Participate in projects to help or inform others.	8: Important Documents

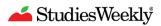




#### Standards

#### Weekly Issues

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2		
K-2 P1.1	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	<ul> <li>2: Authority Figures</li> <li>4: Principles of Democracy</li> <li>8: Important Documents</li> <li>13: Map Skills</li> <li>30: Life Long Ago and Today</li> </ul>
K-2 P1.2	Differentiate between primary and secondary source documents.	8: Important Documents 29: Sources
K-2 P1.3	Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.	4: Principles of Democracy 11: National Patriotic Symbols 20: Family Traditions 32: Communication Over Time
K-2 P1.4	Identify point of view and bias.	19: Culture 21: Needs and Wants 28: Changes Over Time
K-2 P2.1	Use compelling and supporting questions to investigate social studies problems.	<ol> <li>Community</li> <li>Purpose and Structure of Government</li> <li>Government Services</li> <li>Citizens</li> <li>National Patriotic Holidays</li> <li>Adapting to Our Environment</li> <li>Goods and Services</li> <li>Economic Choices</li> <li>Workers Contribute to the Economy</li> <li>Spending and Saving</li> </ol>
K-2 P2.2	Differentiate between compelling questions and supporting questions.	1: Community 5: Purpose and Structure of Government 6: Government Services 7: Citizens 12: National Patriotic Holidays 17: Adapting to Our Environment 22: Goods and Services 23: Economic Choices 25: Workers Contribute to the Economy 26: Spending and Saving



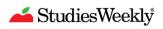


	Standards	Weekly Issues
K-2 P2.3	Use supporting questions to help answer compelling social studies questions.	<ol> <li>Community</li> <li>Purpose and Structure of Government</li> <li>Government Services</li> <li>Citizens</li> <li>National Patriotic Holidays</li> <li>Adapting to Our Environment</li> <li>Goods and Services</li> <li>Economic Choices</li> <li>Workers Contribute to the Economy</li> <li>Spending and Saving</li> </ol>
K-2 P2.4	Know how to find relevant evidence from a variety of sources.	29: Sources 31: Transportation Over Time
K-2 P2.5	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.	<ul> <li>10: Patriotism</li> <li>14: Location</li> <li>15: Physical Characteristics of a Place</li> <li>16: Human Characteristics of a Place</li> <li>18: Regions of Our Country</li> <li>24: Jobs</li> <li>27: Time</li> </ul>
K-2 P3.1	State an issue as a question of public policy and discuss possible solutions from different perspectives.	4: Principles of Democracy
K-2 P3.2	Apply Democratic Values or Constitutional Principles to support a position on an issue.	4: Principles of Democracy 9: Founders
K-2 P3.3	Construct an argument and justify a decision supported with evidence.	9: Founders
K-2 P3.4	Explain the challenges people have faced and actions they have taken to address issues at different times and places.	9: Founders
K-2 P4.1	Act out of the rule of law and hold others to the same standard.	3: Rules and Laws
K-2 P4.2	Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.	4: Principles of Democracy 9: Founders
K-2 P4.3	Explain different strategies students and others could take to address problems and predict possible results.	4: Principles of Democracy 9: Founders





	Standards	Weekly Issues
K-2 P4.4	Use democratic procedures to make decisions on civic issues in the school or classroom.	4: Principles of Democracy 9: Founders
	SOCIAL STUDIES CONTENT EXPECTATION	S: GRADE ONE
H2	Living and Working Together in Families and Schools Use historical thinking to understand the past.	8: Important Documents 9: Founders 12: National Patriotic Holidays 19: Culture 20: Family Traditions 27: Time 28: Changes Over Time 29: Sources 30: Life Long Ago and Today 31: Transportation Over Time 32: Communication Over Time
H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	27: Time 28: Changes Over Time
H2.0.2	Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	19: Culture 20: Family Traditions
H2.0.3	Use historical sources to draw possible conclusions about family or school life in the past.	20: Family Traditions 30: Life Long Ago and Today
H2.0.4	Compare life today with life in the past using the criteria of family, school, jobs, or communication.	30: Life Long Ago and Today 31: Transportation Over Time 32: Communication Over Time
H2.0.5	Identify the events or people celebrated during U.S. national holidays and why we celebrate them.	12: National Patriotic Holidays
G1	The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spa-tial perspective.	13: Map Skills 14: Location 15: Physical Characteristics of a Place
G1.0.1	Construct simple maps of the classroom to demonstrate aerial per-spective.	13: Map Skills





	Standards	Weekly Issues
G1.0.2	Describe places using absolute location or relative location.	14: Location
G1.0.3	Distinguish between landmasses and bodies of water using maps and globes.	15: Physical Characteristics of a Place
G2	Places and Regions Understand how regions are created from common physical and human characteristics.	15: Physical Characteristics of a Place 16: Human Characteristics of a Place 18: Regions of Our Country
G2.0.1	Distinguish between physical and human characteristics of places.	15: Physical Characteristics of a Place 16: Human Characteristics of a Place
G2.0.2	Describe the unifying characteristics and boundaries of different school regions.	16: Human Characteristics of a Place 18: Regions of Our Country
G4	Human Systems Understand how human activities help shape the Earth's surface.	19: Culture 20: Family Traditions
G4.0.1	Use components of culture to describe diversity in family life.	19: Culture 20: Family Traditions
G5	Environment and Society Understand the effects of human-environment interactions.	17: Adapting to Our Environment
G5.0.1	Describe ways in which people are part of, modify, and adapt to their physical environments.	17: Adapting to Our Environment
G5.0.2	Describe ways in which the physical environment in a place or region affects people's lives.	17: Adapting to Our Environment
C1	Purposes of Government Explain why people create governments.	<ul><li>2: Authority Figures</li><li>3: Rules and Laws</li><li>5: Purpose and Structure of Government</li><li>6: Government Services</li></ul>
C1.0.1	Explain the need for rules and purposes of rules.	3: Rules and Laws
C1.0.2	Give examples of the use of power with authority and power without authority in school.	2: Authority Figures 3: Rules and Laws



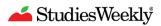


	Standards	Weekly Issues
C2	Democratic Values and Constitutional Principles of American Government	4: Principles of Democracy 10: Patriotism 11: National Patriotic Symbols
C2.0.1	Explain fair ways to make decisions and resolve conflicts in the school community.	4: Principles of Democracy
C2.0.2	Identify important symbols of the United States of America and what they represent.	10: Patriotism 11: National Patriotic Symbols
C5	Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.	1: Community 7: Citizens
C5.0.1	Describe some responsibilities people have at home and at school.	1: Community
C5.0.2	Explain important rights and how, when, and where members of Amer-ican society demonstrate their responsibilities by actively participating in civic life.	7: Citizens
E1	Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.	<ul> <li>21: Needs and Wants</li> <li>22: Goods and Services</li> <li>23: Economic Choices</li> <li>24: Jobs</li> <li>25: Workers Contribute to the Economy</li> <li>26: Spending and Saving</li> </ul>
E1.0.1	Distinguish between producers and consumers of goods and services.	22: Goods and Services
E1.0.2	Describe ways in which families consume goods and services.	22: Goods and Services 24: Jobs
E1.0.3	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	21: Needs and Wants 23: Economic Choices
E1.0.4	Describe reasons why people voluntarily trade.	21: Needs and Wants





	Standards	Weekly Issues
E1.0.5	Describe ways in which people earn money.	24: Jobs 26: Spending and Saving
E1.0.6	Describe how money simplifies trade.	21: Needs and Wants
P3.1	Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and gen-erate and evaluate possible alternative resolutions.	4: Principles of Democracy 9: Founders
P3.1.1	Identify public issues in the school community.	4: Principles of Democracy
P3.1.2	Use graphic data to analyze information about a public issue in the school community.	4: Principles of Democracy
P3.1.3	Identify alternative resolutions to a public issue in the school community.	9: Founders
P3.3	Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.	
P3.3.1	Express a position on a public policy issue in the school community and justify the position with a reasoned argument.	9: Founders
P4.2	Civic Participation Act constructively to further the public good.	9: Founders
P4.2.1	Develop and implement an action plan to address or inform others about a school issue.	9: Founders
P4.2.2	Participate in projects to help or inform others.	9: Founders



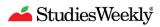


#### Standards

Weekly Issues

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SOCIAL STUDIES PROCESS AND SKILLS		TANDARDS K-2
K-2 P1.1	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	<ol> <li>Community</li> <li>Rules and Laws</li> <li>Principles of Democracy</li> <li>Important Documents</li> <li>The Purpose of Government</li> <li>The Structure of Government</li> <li>The Structure of Government</li> <li>Government Services</li> <li>Citizens</li> <li>Patriotism</li> <li>Patriotic Symbols</li> <li>Memorials and Monuments</li> <li>National Holidays</li> <li>Culture</li> <li>Sources</li> <li>Eyewitnesses to Change Over Time</li> <li>Map Skills</li> <li>Location</li> <li>Place: Physical Characteristics</li> <li>Place: Human Characteristics</li> <li>Place: Human Characteristics</li> <li>Human-Environment Interaction</li> <li>Movement</li> <li>Regions of Michigan</li> <li>Michigan Geography, People, and Economics</li> <li>Economic Resources</li> <li>Economic Activity</li> <li>Economic Principles</li> <li>Producers and Consumers</li> <li>Specialization and Interdependence</li> <li>Sequencing and Chronology</li> <li>Innovations Over Time</li> <li>Historic Figures</li> <li>Solving Problems in Your Community</li> </ol>
K-2 P1.2	Differentiate between primary and secondary source documents.	14: Sources 15: Eyewitnesses to Change Over Time
K-2 P1.3	Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.	<ol> <li>Community</li> <li>Rules and Laws</li> <li>Principles of Democracy</li> <li>Important Documents</li> <li>The Purpose of Government</li> <li>The Structure of Government</li> <li>Government Services</li> <li>Citizens</li> <li>Patriotism</li> <li>Patriotic Symbols</li> <li>Memorials and Monuments</li> </ol>





	Standards	Weekly Issues
		<ul> <li>12: National Holidays</li> <li>13: Culture</li> <li>14: Sources</li> <li>15: Eyewitnesses to Change Over Time</li> <li>16: Map Skills</li> <li>17: Location</li> <li>18: Place: Physical Characteristics</li> <li>19: Place: Human Characteristics</li> <li>20: Human-Environment Interaction</li> <li>21: Movement</li> <li>22: Regions of Michigan</li> <li>23: Michigan Geography, People, and</li> <li>Economics</li> <li>24: Economic Resources</li> <li>25: Economic Activity</li> <li>26: Economic Principles</li> <li>27: Producers and Consumers</li> <li>28: Specialization and Interdependence</li> <li>29: Sequencing and Chronology</li> <li>30: Innovations Over Time</li> <li>31: Historic Figures</li> <li>32: Solving Problems in Your Community</li> </ul>
K-2 P1.4	Identify point of view and bias.	
K-2 P2.1	Use compelling and supporting questions to investigate social studies problems.	<ul><li>33: Inquiry is a Process</li><li>34: Values, Beliefs, and Culture</li><li>35: Historical Figures: Part One</li><li>36: Historical Figures: Part Two</li></ul>
K-2 P2.2	Differentiate between compelling questions and supporting questions.	<ul> <li>33: Inquiry is a Process</li> <li>34: Values, Beliefs, and Culture</li> <li>35: Historical Figures: Part One</li> <li>36: Historical Figures: Part Two</li> </ul>
K-2 P2.3	Use supporting questions to help answer compelling social studies questions.	<ul> <li>33: Inquiry is a Process</li> <li>34: Values, Beliefs, and Culture</li> <li>35: Historical Figures: Part One</li> <li>36: Historical Figures: Part Two</li> </ul>
K-2 P2.4	Know how to find relevant evidence from a variety of sources.	<ul> <li>33: Inquiry is a Process</li> <li>34: Values, Beliefs, and Culture</li> <li>35: Historical Figures: Part One</li> <li>36: Historical Figures: Part Two</li> </ul>





	Standards	Weekly Issues
K-2 P2.5	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.	<ul><li>33: Inquiry is a Process</li><li>34: Values, Beliefs, and Culture</li><li>35: Historical Figures: Part One</li><li>36: Historical Figures: Part Two</li></ul>
K-2 P3.1	State an issue as a question of public policy and discuss possible solutions from different perspectives.	
K-2 P3.2	Apply Democratic Values or Constitutional Principles to support a position on an issue.	3: Principles of Democracy
K-2 P3.3	Construct an argument and justify a decision supported with evidence.	
K-2 P3.4	Explain the challenges people have faced and actions they have taken to address issues at different times and places.	
K-2 P4.1	Act out of the rule of law and hold others to the same standard.	
K-2 P4.2	Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.	
K-2 P4.3	Explain different strategies students and others could take to address problems and predict possible results.	
K-2 P4.4	Use democratic procedures to make decisions on civic issues in the school or classroom.	
	SOCIAL STUDIES CONTENT EXPECTATION	S: GRADE TWO
H2	Living and Working Together in Communities Use historical thinking to understand the past.	29: Sequencing and Chronology 30: Innovations Over Time
H2.0.1	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.	29: Sequencing and Chronology





	Standards	Weekly Issues
H2.0.2	Examine different perspectives of the same event in a community and explain how and why they are different.	14: Sources 15: Eyewitnesses to Change Over Time
H2.0.3	Explain how individuals and groups have made significant historical changes.	30: Innovations Over Time 31: Historic Figures 33: Inquiry is a Process
H2.0.4	Describe changes in the local community over time.	30: Innovations Over Time
H2.0.5	Describe how community members responded to a problem in the past.	30: Innovations Over Time 31: Historic Figures
H2.0.6	Construct a historical narrative about the history of the local communi-ty from a variety of sources.	14: Sources 15: Eyewitnesses to Change Over Time
G1	The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spa-tial perspective	16: Map Skills
G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of a place.	18: Place: Physical Characteristics 19: Place: Human Characteristics 22: Regions of Michigan
G1.0.2	Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.	16: Map Skills 17: Location
G1.0.3	Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.	22: Regions of Michigan
G2	Places and Regions Understand how regions are created from common physical and human characteristics.	22: Regions of Michigan 23: Michigan Geography, People, and Economics
G2.0.1	Compare the physical and human characteristics of the local communi-ty with those of another community.	23: Michigan Geography, People, and Economics
G2.0.2	Describe how the local community is part of a larger region.	22: Regions of Michigan





	Standards	Weekly Issues
G4	Human Systems Understand how human activities help shape the earth's surface.	19: Place: Human Characteristics
G4.0.1	Describe land use in the community.	19: Place: Human Characteristics
G4.0.2	Describe the means people create for moving people, goods, and ideas within the local community.	21: Movement
G4.0.3	Use components of culture to describe diversity in the local community.	13: Culture 34: Values, Beliefs, and Culture 35: Historical Figures: Part One
G5	Environment and Society Understand the effects of human-environment interactions.	20: Human-Environment Interaction
G5.0.1	Suggest ways in which people can responsibly interact with the envi-ronment in the local community.	20: Human-Environment Interaction
G5.0.2	Describe positive and negative consequences of changing the physical environment of the local community.	20: Human-Environment Interaction
C1	Purposes of Government Explain why people create governments.	5: The Purpose of Government
C1.0.1	Explain why people form governments.	5: The Purpose of Government
C1.0.2	Distinguish between government action and private action.	7: Government Services
C2	Democratic Values and Constitutional Principles of American Government	3: Principles of Democracy
C2.0.1	Explain how local governments balance individual rights with the com-mon good to solve local community problems.	3: Principles of Democracy
C2.0.2	Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism.	9: Patriotism



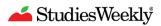


	Standards	Weekly Issues
C3	Structure and Functions of Government Describe the structure of government in the United States and how it functions.	<ul><li>4: Important Documents</li><li>6: The Structure of Government</li></ul>
C3.0.1	Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	6: The Structure of Government
C3.0.2	Use examples to describe how local government affects the lives of people in a community.	5: The Purpose of Government
C3.0.3	Identify services commonly provided by local governments.	7: Government Services
C5	Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.	2: Rules and Laws 8: Citizens
C5.0.1	Identify ways in which people participate in community decisions.	2: Rules and Laws 8: Citizens
C5.0.2	Distinguish between personal and civic responsibilities and explain why they are important in community life.	1: Community 8: Citizens
C5.0.3	Design and participate in community improvement projects that help or inform others.	32: Solving Problems in Your Community 36: Historical Figures: Part Two
E1	Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.	27: Producers and Consumers
E1.0.1	Identify the opportunity cost involved in a consumer decision.	26: Economic Principles
E1.0.2	Describe how businesses in the local community meet economic wants of consumers.	25: Economic Activity 27: Producers and Consumers
E1.0.3	Describe the natural, human, and capital resources needed for production of a good or service in a community.	24: Economic Resources 25: Economic Activity
E1.0.4	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interde-pendence).	28: Specialization and Interdependence





	Standards	Weekly Issues
E1.0.5	Utilize a decision-making process to analyze the benefits and costs of a personal decision.	26: Economic Principles
P3.1	Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and gen-erate and evaluate possible alternative resolutions.	32: Solving Problems in Your Community
P3.1.1	Identify public issues in the local community that influence people's daily lives.	3: Principles of Democracy 32: Solving Problems in Your Community
P3.1.2	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.	32: Solving Problems in Your Community
P3.1.3	Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community.	3: Principles of Democracy
P3.3	Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.	32: Solving Problems in Your Community
P3.3.1	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.	32: Solving Problems in Your Community
P4.2	Civic Participation Act constructively to further the public good.	32: Solving Problems in Your Community
P4.2.1	Develop and implement an action plan to address or inform others about a community issue.	32: Solving Problems in Your Community
P4.2.2	Participate in projects to help or inform others.	32: Solving Problems in Your Community



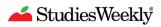


#### Standards

Weekly Issues

3

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5		
3-5 P1.1	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	<ul> <li>2: Sources</li> <li>3: Examining Evidence and Communicating Conclusions</li> <li>4: Taking Action</li> <li>5: Engage in Your Own Inquiry</li> <li>12: Civic Responsibilities</li> <li>14: Map Skills</li> <li>15: Location</li> <li>16: Place: Physical Characteristics</li> <li>21: Using Charts, Maps, and Data</li> <li>27: Timelines</li> <li>32: Important Events to Michigan</li> </ul>
3-5 P1.2	Differentiate between primary and secondary source documents.	2: Sources 3: Examining Evidence and Communicating Conclusions 5: Engage in Your Own Inquiry
3-5 P1.3	Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.	2: Sources 5: Engage in Your Own Inquiry
3-5 P1.4	Identify point of view and bias.	2: Sources 3: Examining Evidence and Communicating Conclusions 5: Engage in Your Own Inquiry 28: Indigenous People of Michigan
3-5 P2.1	Use compelling and supporting questions to investigate social studies problems.	1: Developing Inquiries 5: Engage in Your Own Inquiry
3-5 P2.2	Differentiate between compelling questions and supporting questions.	1: Developing Inquiries 5: Engage in Your Own Inquiry
3-5 P2.3	Use supporting questions to help answer compelling social studies questions.	1: Developing Inquiries 5: Engage in Your Own Inquiry
3-5 P2.4	Know how to find relevant evidence from a variety of sources.	<ul><li>3: Examining Evidence and</li><li>Communicating Conclusions</li><li>4: Taking Action</li><li>5: Engage in Your Own Inquiry</li></ul>





	Standards	Weekly Issues
3-5 P2.5	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.	1: Developing Inquiries 4: Taking Action 5: Engage in Your Own Inquiry
3-5 P3.1	State an issue as a question of public policy and discuss possible solutions from different perspectives.	
3-5 P3.2	Apply Democratic Values or Constitutional Principles to support a position on an issue.	
3-5 P3.3	Construct an argument and justify a decision supported with evidence.	4: Taking Action
3-5 P3.4	Explain the challenges people have faced and actions they have taken to address issues at different times and places.	
3-5 P4.1	Act out of the rule of law and hold others to the same standard.	
3-5 P4.2	Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.	
3-5 P4.3	Explain different strategies students and others could take to address problems and predict possible results.	
3-5 P4.4	Use democratic procedures to make decisions on civic issues in the school or classroom.	
	SOCIAL STUDIES CONTENT EXPECTATION	S: GRADE THREE
НЗ	The History of Michigan (Through Statehood) Use historical thinking to understand the past.	<ul> <li>28: Indigenous People of Michigan</li> <li>29: Exploration of Michigan</li> <li>30: Early Settlements of Michigan</li> <li>31: Michigan Statehood</li> <li>32: Important Events to Michigan</li> </ul>
H3.0.1	Identify questions historians ask in examining the past in Michigan.	1: Developing Inquiries 2: Sources 32: Important Events to Michigan





	Standards	Weekly Issues
H3.0.2	Explain how historians use primary and secondary sources to answer questions about the past.	2: Sources
H3.0.3	Describe the causal relationships between three events in Michigan's past.	32: Important Events to Michigan
H3.0.4	Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.	28: Indigenous People of Michigan
H3.0.5	Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.	29: Exploration of Michigan
H3.0.6	Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.	29: Exploration of Michigan
H3.0.7	Use a variety of primary and secondary sources to construct a histori-cal narrative about daily life in the early settlements of Michigan (pre-statehood).	30: Early Settlements of Michigan 31: Michigan Statehood
H3.0.8	Use case studies or stories to describe how the ideas or actions of indi-viduals affected the history of Michigan (pre-statehood).	31: Michigan Statehood
H3.0.9	Describe how Michigan attained statehood.	31: Michigan Statehood
H3.0.10	Create a timeline to sequence and describe major eras and events in early Michigan history.	32: Important Events to Michigan
G1	The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spa-tial perspective.	<ul> <li>14: Map Skills</li> <li>15: Location</li> <li>16: Place: Physical Characteristics</li> <li>17: Place: Human Characteristics</li> <li>18: Physical and Human Characteristics of Michigan</li> </ul>





	Standards	Weekly Issues
G1.0.1	Use cardinal directions (north, south, east, west) to describe the rela-tive locations of significant places in the immediate environment.	14: Map Skills 15: Location
G1.0.2	Use thematic maps to identify and describe the physical and human characteristics of Michigan.	<ul><li>14: Map Skills</li><li>16: Place: Physical Characteristics</li><li>17: Place: Human Characteristics</li><li>18: Physical and Human Characteristics of Michigan</li></ul>
G1.0.3	Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America.	15: Location
G2	Places and Regions Understand how regions are created from common physical and human characteristics.	18: Physical and Human Characteristics of Michigan
G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	
G2.0.2	Describe different regions to which Michigan belongs.	18: Physical and Human Characteristics of Michigan
G4	Human Systems Understand how human activities help shape the Earth's surface.	<ul> <li>20: Movement</li> <li>21: Using Charts, Maps, and Data</li> <li>23: Community Interdependence</li> <li>24: Producers and Consumers</li> <li>26: Michigan's Economy</li> <li>28: Indigenous People of Michigan</li> </ul>
G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and develop-ment, and explain the factors influencing the location of these economic activities.	<ul><li>23: Community Interdependence</li><li>24: Producers and Consumers</li><li>26: Michigan's Economy</li></ul>
G4.0.2	Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).	20: Movement 30: Early Settlements of Michigan 32: Important Events to Michigan



	Standards	Weekly Issues
G4.0.3	Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.	20: Movement 21: Using Charts, Maps, and Data 30: Early Settlements of Michigan 32: Important Events to Michigan
G4.0.4	Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life.	28: Indigenous People of Michigan
G5	Environment and Society Understand the effects of human-environment interactions.	17: Place: Human Characteristics 18: Physical and Human Characteristics of Michigan 19: Human-Environment Interaction
G5.0.1	Describe how people are a part of, adapt to, use, and modify the phys-ical environment of Michigan.	19: Human-Environment Interaction
G5.0.2	Locate natural resources in Michigan and explain the consequences of their use.	17: Place: Human Characteristics 18: Physical and Human Characteristics of Michigan
C1	Purposes of Government Explain why people create governments.	6: Government
C1.0.1	Give an example of how Michigan state government fulfills one of the purposes of government.	6: Government
C2	Democratic Values and Constitutional Principles of American Government	7: The Purpose of Local Government 8: Tribal, State, and Local Government
C2.0.1	Describe how the Michigan state government reflects the principle of representative government.	7: The Purpose of Local Government 8: Tribal, State, and Local Government
C3	Structure and Functions of Government Describe the structure of government in the United States and how it functions.	8: Tribal, State, and Local Government 9: Conflict and Compromise
C3.0.1	Distinguish between the roles of tribal, state, and local governments.	8: Tribal, State, and Local Government





	Standards	Weekly Issues
C3.0.2	Identify goods and services provided by the state government and de-scribe how they are funded.	
C3.0.3	Identify the three branches of state government in Michigan and the powers of each.	8: Tribal, State, and Local Government
C3.0.4	Explain how state courts function to resolve conflict.	9: Conflict and Compromise
C3.0.5	Describe the purpose of the Michigan Constitution.	8: Tribal, State, and Local Government
C5	Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.	11: Citizens 12: Civic Responsibilities 13: Important Documents
C5.0.1	Identify and explain rights and responsibilities of citizenship.	11: Citizens 12: Civic Responsibilities 13: Important Documents
E1	Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.	<ul> <li>16: Place: Physical Characteristics</li> <li>22: Resources</li> <li>23: Community Interdependence</li> <li>24: Producers and Consumers</li> <li>25: Economic Principles</li> <li>26: Michigan's Economy</li> </ul>
E1.0.1	Using a Michigan example, explain how scarcity, choice, and opportuni-ty cost affect what is produced and consumed.	25: Economic Principles
E1.0.2	Identify incentives that influence economic decisions people make in Michigan.	25: Economic Principles 26: Michigan's Economy
E1.0.3	Analyze how Michigan's location and natural resources influenced its economic development.	<ul><li>16: Place: Physical Characteristics</li><li>23: Community Interdependence</li><li>26: Michigan's Economy</li></ul>
E1.0.4	Describe how entrepreneurs combine natural, human, and capital re-sources to produce goods and services in Michigan.	22: Resources 23: Community Interdependence 26: Michigan's Economy





	Standards	Weekly Issues
E1.0.5	Explain the role of entrepreneurship and business development in Michigan's economic future.	24: Producers and Consumers
E2	National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.	23: Community Interdependence 25: Economic Principles
E2.0.1	Using a Michigan example, explain how specialization leads to in-creased interdependence.	23: Community Interdependence 25: Economic Principles
E3	International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.	25: Economic Principles
E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	25: Economic Principles
P3.1	Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and gen-erate and evaluate possible alternative resolutions.	10: Take a Stand on a Public Issue
P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	10: Take a Stand on a Public Issue
P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	10: Take a Stand on a Public Issue
P3.1.3	Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in Michigan.	10: Take a Stand on a Public Issue
P3.3	Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.	10: Take a Stand on a Public Issue





	Standards	Weekly Issues
P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	10: Take a Stand on a Public Issue
P4.2	Civic Participation Act constructively to further the public good.	10: Take a Stand on a Public Issue
P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	10: Take a Stand on a Public Issue
P4.2.2	Participate in projects to help or inform others.	10: Take a Stand on a Public Issue



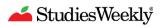


#### Standards

#### Weekly Issues

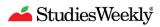
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	SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5	
3-5 P1.1	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	1: Developing Questions and Planning Inquiries 2: Sources for Inquiry 3: Evaluate Sources and Interpret Information 4: Communicating Conclusions 5: Engaging In Your Own Inquiry 6: Government 7: Tribal, State, and Local Governments 8: Important National Documents 9: The Bill of Rights 10: Michigan Government 11: Citizens 12: Active Civic Participation 13: Themes of Geography 14: Map Skills 15: Place 16: Human-Environment Interaction 17: Threats to Michigan's Environment 18: Movement 19: Immigration and Migration in Michigan 20: Culture 21: Regions of the United States 22: Regions of Michigan 23: Resources 24: Economic Principles 25: Money 30: Historical Inquiry
3-5 P1.2	Differentiate between primary and secondary source documents.	<ul> <li>2: Sources for Inquiry</li> <li>5: Engaging In Your Own Inquiry</li> <li>6: Government</li> <li>12: Active Civic Participation</li> <li>13: Themes of Geography</li> <li>30: Historical Inquiry</li> </ul>
3-5 P1.3	Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.	<ul> <li>2: Sources for Inquiry</li> <li>3: Evaluate Sources and Interpret Information</li> <li>4: Communicating Conclusions</li> <li>5: Engaging In Your Own Inquiry</li> <li>6: Government</li> <li>7: Tribal, State, and Local Governments</li> <li>8: Important National Documents</li> <li>9: The Bill of Rights</li> <li>10: Michigan Government</li> <li>11: Citizens</li> </ul>





	Standards	Weekly Issues
		<ul> <li>12: Active Civic Participation</li> <li>13: Themes of Geography</li> <li>14: Map Skills</li> <li>15: Place</li> <li>16: Human-Environment Interaction</li> <li>17: Threats to Michigan's Environment</li> <li>18: Movement</li> <li>19: Immigration and Migration in Michigan</li> <li>20: Culture</li> <li>21: Regions of the United States</li> <li>22: Regions of Michigan</li> <li>23: Resources</li> <li>24: Economic Principles</li> <li>25: Money</li> <li>30: Historical Inquiry</li> </ul>
3-5 P1.4	Identify point of view and bias.	<ul> <li>2: Sources for Inquiry</li> <li>5: Engaging In Your Own Inquiry</li> <li>6: Government</li> <li>12: Active Civic Participation</li> <li>13: Themes of Geography</li> <li>30: Historical Inquiry</li> </ul>
3-5 P2.1	Use compelling and supporting questions to investigate social studies problems.	<ol> <li>Developing Questions and Planning Inquiries</li> <li>Engaging In Your Own Inquiry</li> <li>Government</li> <li>Active Civic Participation</li> <li>Themes of Geography</li> </ol>
3-5 P2.2	Differentiate between compelling questions and supporting questions.	<ol> <li>Developing Questions and Planning Inquiries</li> <li>Engaging In Your Own Inquiry</li> <li>Government</li> <li>Active Civic Participation</li> <li>Themes of Geography</li> </ol>
3-5 P2.3	Use supporting questions to help answer compelling social studies questions.	<ol> <li>Developing Questions and Planning Inquiries</li> <li>Engaging In Your Own Inquiry</li> <li>Government</li> <li>Active Civic Participation</li> <li>Themes of Geography</li> </ol>
3-5 P2.4	Know how to find relevant evidence from a variety of sources.	<ul><li>2: Sources for Inquiry</li><li>3: Evaluate Sources and Interpret</li><li>Information</li><li>4: Communicating Conclusions</li></ul>





	Standards	Weekly Issues
		5: Engaging In Your Own Inquiry 6: Government 12: Active Civic Participation 13: Themes of Geography
3-5 P2.5	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.	<ol> <li>Developing Questions and Planning Inquiries</li> <li>Communicating Conclusions</li> <li>Engaging In Your Own Inquiry</li> <li>Government</li> <li>Active Civic Participation</li> <li>Themes of Geography</li> </ol>
3-5 P3.1	State an issue as a question of public policy and discuss possible solutions from different perspectives.	5: Engaging In Your Own Inquiry 6: Government 12: Active Civic Participation 13: Themes of Geography
3-5 P3.2	Apply Democratic Values or Constitutional Principles to support a position on an issue.	
3-5 P3.3	Construct an argument and justify a decision supported with evidence.	<ul> <li>4: Communicating Conclusions</li> <li>5: Engaging In Your Own Inquiry</li> <li>6: Government</li> <li>12: Active Civic Participation</li> <li>13: Themes of Geography</li> </ul>
3-5 P3.4	Explain the challenges people have faced and actions they have taken to address issues at different times and places.	
3-5 P4.1	Act out of the rule of law and hold others to the same standard.	
3-5 P4.2	Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.	
3-5 P4.3	Explain different strategies students and others could take to address problems and predict possible results.	
3-5 P4.4	Use democratic procedures to make decisions on civic issues in the school or classroom.	



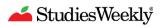


#### Standards

Weekly Issues

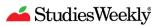
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SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR		IS: GRADE FOUR
Н3	The History of Michigan (Beyond Statehood) Use historical thinking to understand the past.	<ul><li>17: Threats to Michigan's Environment</li><li>19: Immigration and Migration in Michigan</li><li>31: The Abolitionist Movement and the</li><li>Underground Railroad</li><li>32: The Automobile Industry</li></ul>
H3.0.1	Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.	29: Michigan's Economy 32: The Automobile Industry
H3.0.2	Use primary and secondary sources to explain how migration and im-migration affected and continue to affect the growth of Michigan.	19: Immigration and Migration in Michigan
H3.0.3	Use case studies or stories to describe the ideas and actions of individ-uals involved in the Underground Railroad in Michigan and in the Great Lakes region.	31: The Abolitionist Movement and the Underground Railroad
H3.0.4	Describe how the relationship between the location of natural resourc-es and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.	
H3.0.5	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.	29: Michigan's Economy
H3.0.6	Use a variety of primary and secondary sources to construct a histor-ical narrative about the beginnings of the automobile industry and the labor move-ment in Michigan.	32: The Automobile Industry
H3.0.7	Describe past and current threats to Michigan's natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources.	17: Threats to Michigan's Environment





	Standards	Weekly Issues
G1	The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spa-tial perspective.	<ul><li>13: Themes of Geography</li><li>14: Map Skills</li><li>15: Place</li><li>18: Movement</li><li>22: Regions of Michigan</li></ul>
G1.0.1	Identify questions geographers ask in examining the United States.	13: Themes of Geography
G1.0.2	Identify and describe the characteristics and purposes of a variety of technological geographic tools.	14: Map Skills 15: Place
G1.0.3	Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.	14: Map Skills 22: Regions of Michigan
G1.0.4	Use maps to describe elevation, climate, and patterns of population density in the United States.	14: Map Skills 15: Place 18: Movement
G1.0.5	Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.	14: Map Skills
G2	Places and Regions Understand how regions are created from common physical and human characteristics.	21: Regions of the United States 22: Regions of Michigan
G2.0.1	Describe ways in which the United States can be divided into different regions.	21: Regions of the United States
G2.0.2	Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.	15: Place 22: Regions of Michigan
G4	Human Systems Understand how human activities help shape the Earth's surface.	18: Movement 19: Immigration and Migration in Michigan 20: Culture





	Standards	Weekly Issues
G4.0.1	Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influ-enced the migration.	19: Immigration and Migration in Michigan
G4.0.2	Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.	20: Culture
G4.0.3	Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.	18: Movement
G5	Environment and Society Understand the effects of human-environment interactions.	16: Human-Environment Interaction
G5.0.1	Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.	16: Human-Environment Interaction
C1	Purposes of Government Explain why people create governments.	6: Government 10: Michigan Government
C1.0.1	Identify questions political scientists ask in examining the United States.	6: Government 10: Michigan Government
C1.0.2	Describe the purposes of government as identified in the Preamble of the Constitution.	6: Government
C2	Democratic Values and Constitutional Principles of American Government	6: Government 8: Important National Documents 9: The Bill of Rights
C2.0.1	Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.	6: Government 8: Important National Documents 9: The Bill of Rights





	Standards	Weekly Issues
C2.0.2	Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations.	
C3	Structure and Functions of Government Describe the structure of government in the United States and how it functions.	6: Government 7: Tribal, State, and Local Governments 10: Michigan Government 11: Citizens
C3.0.1	Give examples of ways the Constitution limits the powers of the federal government.	
C3.0.2	Give examples of powers exercised by the federal government, tribal governments and state governments.	7: Tribal, State, and Local Governments 10: Michigan Government
C3.0.3	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).	6: Government
C3.0.4	Describe how the powers of the federal government are separated among the branches.	6: Government
C3.0.5	Give examples of how the system of checks and balances limits the power of the federal government.	6: Government
C3.0.6	Describe how the President, members of the Congress, Supreme Court Justices are elected or appointed.	6: Government
C3.0.7	Explain how the federal government uses taxes and spending to serve the purposes of government.	11: Citizens
C5	Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life	11: Citizens
C5.0.1	Explain the responsibilities of members of American society.	11: Citizens





	Standards	Weekly Issues
C5.0.2	Explain rights of citizenship, why rights have limits, and the relation-ships between rights and responsibilities.	11: Citizens
C5.0.3	Describe ways in which people can work together to promote the val-ues and principles of American democracy.	11: Citizens
E1	Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.	<ul> <li>24: Economic Principles</li> <li>25: Money</li> <li>26: Personal Finance</li> <li>27: Market Economy</li> <li>29: Michigan's Economy</li> </ul>
E1.01	Identify a good or service produced in the United States and apply the three economic questions all economies must address.	
E1.0.2	Describe characteristics of a market economy.	24: Economic Principles 27: Market Economy
E1.0.3	Describe how positive and negative incentives influence behavior in a market economy.	26: Personal Finance 27: Market Economy
E1.0.4	Explain how price affects decisions about purchasing goods and ser-vices.	24: Economic Principles 27: Market Economy
E1.0.5	Explain how specialization and division of labor increase productivity.	27: Market Economy 29: Michigan's Economy 32: The Automobile Industry
E1.0.6	Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.	24: Economic Principles 27: Market Economy
E1.0.7	Describe the role of money in the exchange of goods and services.	25: Money
E1.0.8	List goods and services governments provide in a market economy and explain how these goods and services are funded.	



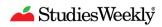


	Standards	Weekly Issues
E2	National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.	27: Market Economy
E2.0.1	Explain how changes in the United States economy impact levels of employment and unemployment.	27: Market Economy
E3	International Economy Use fundamental principles and concepts of economics to understand economic activi-ty in the global economy.	28: Global Competition and the U.S. Economy 29: Michigan's Economy
E3.0.1	Identify advantages and disadvantages of global competition.	28: Global Competition and the U.S. Economy
P3.1	Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and gen-erate and evaluate possible alternative resolutions.	12: Active Civic Participation
P3.1.1	Identify public issues in the United States that influence the daily lives of its citizens.	12: Active Civic Participation
P3.1.2	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	12: Active Civic Participation
P3.1.3	Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the United States.	12: Active Civic Participation
P3.3	Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.	12: Active Civic Participation
P3.3.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.	12: Active Civic Participation
P4.2	Civic Participation Act constructively to further the public good.	12: Active Civic Participation





Standards		Weekly Issues
P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	12: Active Civic Participation
P4.2.2	Participate in projects to help or inform others.	12: Active Civic Participation





#### Standards

Weekly Issues

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5		
3-5 P1.1	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	<ol> <li>Developing Questions and Planning Inquiries</li> <li>Historical Inquiry Sources</li> <li>Analyzing and Evaluating Evidence</li> <li>Communicating Conclusions</li> <li>Engaging in Your Inquiry</li> </ol>
3-5 P1.2	Differentiate between primary and secondary source documents.	<ol> <li>2: Historical Inquiry Sources</li> <li>3: Analyzing and Evaluating Evidence</li> <li>4: Communicating Conclusions</li> <li>5: Engaging in Your Inquiry</li> </ol>
3-5 P1.3	Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.	<ol> <li>Developing Questions and Planning Inquiries</li> <li>Analyzing and Evaluating Evidence</li> <li>Communicating Conclusions</li> <li>Engaging in Your Inquiry</li> </ol>
3-5 P1.4	Identify point of view and bias.	<ol> <li>Developing Questions and Planning Inquiries</li> <li>Analyzing and Evaluating Evidence</li> <li>Communicating Conclusions</li> <li>Engaging in Your Inquiry</li> </ol>
3-5 P2.1	Use compelling and supporting questions to investigate social studies problems.	<ul><li>2: Historical Inquiry Sources</li><li>3: Analyzing and Evaluating Evidence</li><li>4: Communicating Conclusions</li><li>5: Engaging in Your Inquiry</li></ul>
3-5 P2.2	Differentiate between compelling questions and supporting questions.	<ul><li>3: Analyzing and Evaluating Evidence</li><li>4: Communicating Conclusions</li><li>5: Engaging in Your Inquiry</li></ul>
3-5 P2.3	Use supporting questions to help answer compelling social studies questions.	<ul><li>3: Analyzing and Evaluating Evidence</li><li>4: Communicating Conclusions</li><li>5: Engaging in Your Inquiry</li></ul>
3-5 P2.4	Know how to find relevant evidence from a variety of sources.	<ul><li>2: Historical Inquiry Sources</li><li>3: Analyzing and Evaluating Evidence</li><li>4: Communicating Conclusions</li><li>5: Engaging in Your Inquiry</li></ul>





Standards		Weekly Issues
3-5 P2.5	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.	<ul><li>3: Analyzing and Evaluating Evidence</li><li>4: Communicating Conclusions</li><li>5: Engaging in Your Inquiry</li></ul>
3-5 P3.1	State an issue as a question of public policy and discuss possible solutions from different perspectives.	
3-5 P3.2	Apply Democratic Values or Constitutional Principles to support a position on an issue.	
3-5 P3.3	Construct an argument and justify a decision supported with evidence.	
3-5 P3.4	Explain the challenges people have faced and actions they have taken to address issues at different times and places.	
3-5 P4.1	Act out of the rule of law and hold others to the same standard.	
3-5 P4.2	Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.	
3-5 P4.3	Explain different strategies students and others could take to address problems and predict possible results.	
3-5 P4.4	Use democratic procedures to make decisions on civic issues in the school or classroom.	
	SOCIAL STUDIES CONTENT EXPECTATION	NS: GRADE FIVE
U1.1	Indigenous Peoples' Lives in the Americas Describe the lives of the Indigenous Peoples living in North America prior to European contact.	7: The Vibrant Societies of Pre-Columbian North America 8: Life in Pre-Columbian North America
U1.1.1	Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.	7: The Vibrant Societies of Pre-Columbian North America 8: Life in Pre-Columbian North America





	Standards	Weekly Issues	
U1.1.2	Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.	7: The Vibrant Societies of Pre-Columbian North America 8: Life in Pre-Columbian North America	
U1.1.3	Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.	8: Life in Pre-Columbian North America	
U1.2	European Exploration Identify the causes and consequences of European exploration and colonization.	9: The Age of Encounters 10: Colonization 11: Consequences of Contact	
U1.2.1	Explain the technological and political developments that made sea exploration possible.	9: The Age of Encounters 10: Colonization	
U1.2.2	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.	9: The Age of Encounters 10: Colonization 11: Consequences of Contact	
U1.3	African Life Before the 16th Century Describe the lives of peoples living in West Africa prior to the 16th century.	6: Life in America	
U1.3.1	Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).	6: Life in America	
U1.3.2	Describe the life and cultural development of people living in West 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.	6: Life in America	
U1.4	Three World Interactions Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.	10: Colonization 11: Consequences of Contact	
U1.4.1	Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.	10: Colonization 11: Consequences of Contact	



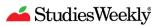


	Standards	Weekly Issues		
U1.4.2	Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.	ponverged in the 11: Consequences of Contact pect to governmental		
U1.4.3	Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.	11: Consequences of Contact		
U1.4.4	Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.	11: Consequences of Contact		
U2.1	European Struggle for Control of North America Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.	<ul><li>12: The Colonies and Their Founding</li><li>13: The Southern Colonies</li><li>14: The New England Colonies</li><li>15: The Mid-Atlantic Colonies</li></ul>		
U2.1.1	<ul> <li>Describe significant developments in the Southern colonies, including: <ul> <li>patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement.</li> <li>the establishment of Jamestown.</li> <li>the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).</li> <li>interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.</li> <li>the development of colonial representative assemblies (House of Burgesses).</li> <li>the development of slavery.</li> </ul> </li> </ul>	13: The Southern Colonies		



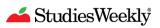


Standards		Weekly Issues
U2.1.2	<ul> <li>Describe significant developments in the New England colonies, including:</li> <li>patterns of settlement and control including the impact of geography (land-forms and climate) on settlement.</li> <li>interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.</li> <li>the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government.</li> <li>religious tensions in Massachusetts that led to the establishment of other colonies in New England.</li> </ul>	14: The New England Colonies
U2.1.3	<ul> <li>Describe significant developments in the Middle colonies, including: <ul> <li>patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement.</li> <li>interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.</li> <li>the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies.</li> <li>immigration patterns leading to ethnic diversity in the Middle colonies.</li> </ul> </li> </ul>	15: The Mid-Atlantic Colonies
U2.1.4	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.	12: The Colonies and Their Founding
U2.1.5	Explain the economic, political, cultural, and religious causes of migration to colonial North America.	12: The Colonies and Their Founding
U2.2	European Slave Trade and Slavery in Colonial America Analyze the development of the slave system in the Americas and its impact.	16: Colonial Life





	Standards	Weekly Issues	
U2.2.1	<ul> <li>Describe Triangular Trade, including:</li> <li>the trade routes.</li> <li>the people and goods that were traded.</li> <li>the Middle Passage.</li> <li>the impact on life in Africa.</li> </ul>	16: Colonial Life	
U2.2.2	Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.	16: Colonial Life	
U2.2.3	Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.	16: Colonial Life	
U2.3	Life in Colonial America Distinguish among and explain the reasons for regional differences in colonial America.	16: Colonial Life	
U2.3.1	Locate the New England, Middle, and Southern colonies on a map.	16: Colonial Life	
U2.3.2	Describe the daily lives of people living in the New England, Middle, and Southern colonies.	16: Colonial Life	
U2.3.3	Describe colonial life in America from the perspectives of at least three different groups of people.	16: Colonial Life	
U2.3.4	Describe the development of the emerging labor force in the colonies.	16: Colonial Life	
U2.3.5	Make generalizations about the reasons for regional differences in colonial America.	16: Colonial Life	
U3.1	Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.	<ul> <li>17: Clash of the Empires</li> <li>18: Consequences of the French and Indian War</li> <li>19: The Acts of Parliament</li> <li>20: The Actions of the Colonies</li> <li>21: The Shot Heard Round the World</li> <li>22: Independence and Revolution: The People</li> </ul>	





Standards		Weekly Issues
U3.1.1	Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.	17: Clash of the Empires 18: Consequences of the French and Indian War
U3.1.2	Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.	19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World
U3.1.3	Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).	19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World
U3.1.4	Describe the role of the First and Second Continental Congresses in unifying the colonies.	20: The Actions of the Colonies 21: The Shot Heard Round the World 24: Outcomes of the American Revolution
U3.1.5	Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.	22: Independence and Revolution: The People
U3.1.6	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.	21: The Shot Heard Round the World 22: Independence and Revolution: The People
U3.1.7	Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.	22: Independence and Revolution: The People
U3.1.8	Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	22: Independence and Revolution: The People
U3.2	The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.	<ul> <li>21: The Shot Heard Round the World</li> <li>22: Independence and Revolution: The</li> <li>People</li> <li>23: Independence and Revolution: The</li> <li>Military</li> <li>24: Outcomes of the American Revolution</li> </ul>





	Standards	Weekly Issues
U3.2.1	Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.	<ul> <li>21: The Shot Heard Round the World</li> <li>22: Independence and Revolution: The</li> <li>People</li> <li>23: Independence and Revolution: The</li> <li>Military</li> <li>24: Outcomes of the American Revolution</li> </ul>
U3.2.2	Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.	<ul><li>23: Independence and Revolution: The</li><li>Military</li><li>24: Outcomes of the American Revolution</li></ul>
U3.2.3	Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.	23: Independence and Revolution: The Military 24: Outcomes of the American Revolution
U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).	24: Outcomes of the American Revolution
U3.3	Creating New Government(s) and a New Constitution 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.	<ul><li>25: The Founders and Process</li><li>26: Constitution</li><li>27: Bill of Rights</li><li>28: The New Nation</li></ul>
U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation.	25: The Founders and Process
U3.3.2	Give examples of problems the country faced under the Articles of Confederation.	25: The Founders and Process
U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written.	25: The Founders and Process
U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.	26: Constitution 28: The New Nation
U3.3.5	Give reasons why the Framers wanted to limit the power of government.	26: Constitution



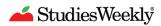


	Standards	Weekly Issues	
U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.	26: Constitution 28: The New Nation	
U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.	27: Bill of Rights	
U3.3.8	Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.	27: Bill of Rights	
P3.1	Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.	29: Contemporary Constitutional Issues	
P3.1.1	Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions.	29: Contemporary Constitutional Issues	
P3.1.2	Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions.	29: Contemporary Constitutional Issues	
P3.1.3	Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States.	29: Contemporary Constitutional Issues	
P3.3	Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.	31: Citizens and American Democracy	
P3.3.1	Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.	<ul><li>29: Contemporary Constitutional Issues</li><li>30: Citizens</li><li>31: Citizens and American Democracy</li><li>32: Active Civic Participation</li></ul>	
P4.2	Civic Participation Act constructively to further the public good.	32: Active Civic Participation	





Standards		Weekly Issues
P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	30: Citizens 31: Citizens and American Democracy 32: Active Civic Participation
P4.2.2	Participate in projects to help or inform others.	30: Citizens 31: Citizens and American Democracy 32: Active Civic Participation





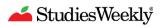
Week	Title	Standards Covered	
	Unit 1: Communities		
	Compelling Question: How do my actions show responsibility in a community?		
1	I Am a Member of a Community	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.	
		<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.	
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.	
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.	
		K-2 P2.4 Know how to find relevant evidence from a variety of sources.	
		<b>C5</b> Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.	
		<b>C5.0.1</b> Describe situations in which they demonstrated self-discipline and individual responsibility.	
2	What Are Rules?	<b>K-2 P4.1</b> Act out rule of law and hold others to the same standard.	
		<b>C1</b> Purposes of Government Explain why people create governments.	
		<b>C1.0.1</b> Identify and explain reasons for rules at home and in school.	
3	What Are Laws?	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.	
		<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.	
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.	
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.	
		<b>K-2 P2.4</b> Know how to find relevant evidence from a variety of sources.	







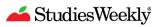
Week	Title	Standards Covered
		<b>K-2 P4.1</b> Act out rule of law and hold others to the same standard.
		Unit 2: Civics and Government
Comp	elling Question: How	does working together with others help me to solve problems?
4	Learning and Working Together	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		K-2 P2.4 Know how to find relevant evidence from a variety of sources.
		<b>K-2 P2.5</b> Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.
		<b>K-2 P3.1</b> State an issue as a question of public policy and discuss possible solutions from different perspectives.
		<b>K-2 P3.2</b> Apply Democratic Values or Constitutional Principles to support a position on an issue.
		<b>K-2 P3.3</b> Construct an argument and justify a decision supported with evidence.
		<b>K-2 P3.4</b> Explain the challenges people have faced and actions they have taken to address issues at different times and places.
		<b>K-2 P4.1</b> Act out of the rule of law and hold others to the same standard.
		<b>K-2 P4.2</b> Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.
		<b>K-2 P4.3</b> Explain different strategies students and others could take to address problems and predict possible results.
		<b>K-2 P4.4</b> Use democratic procedures to make decisions on civic issues in the school or classroom.
		C2 Democratic Values and Constitutional Principles of American Government







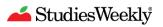
Week	Title	Standards Covered
		<ul> <li>C2.0.3 Describe fair ways for groups to make decisions</li> <li>P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</li> <li>P3.1.1 Identify classroom issues.</li> <li>P3.1.2 Use simple graphs to explain information about a classroom issue.</li> </ul>
5	Our Government	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>C1 Purposes of Government Explain why people create governments.</li> </ul>
6	Government Services	<b>C1</b> Purposes of Government Explain why people create governments.
7	Citizens	<ul> <li>C2 Democratic Values and Constitutional Principles of American Government</li> <li>C2.02 Explain why people do not have the right to do whatever they want.</li> <li>C5 Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.</li> <li>C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility.</li> </ul>
8	Important Documents	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>K-2 P2.1 Use compelling and supporting questions to investigate social studies problems.</li> <li>K-2 P2.2 Differentiate between compelling questions and supporting questions.</li> <li>K-2 P2.3 Use supporting questions to help answer compelling social studies questions.</li> <li>K-2 P2.4 Know how to find relevant evidence from a variety of sources.</li> </ul>







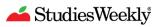
Week	Title	Standards Covered
		<b>K-2 P3.1</b> State an issue as a question of public policy and discuss possible solutions from different perspectives.
		<b>K-2 P3.2</b> Apply Democratic Values or Constitutional Principles to support a position on an issue.
		<b>K-2 P3.3</b> Construct an argument and justify a decision supported with evidence.
		<b>K-2 P3.4</b> Explain the challenges people have faced and actions they have taken to address issues at different times and places.
		<b>K-2 P4.2</b> Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.
		<b>K-2 P4.3</b> Explain different strategies students and others could take to address problems and predict possible results.
		C2 Democratic Values and Constitutional Principles of American Government
		<b>P3.1</b> Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
		<b>P3.1.3</b> Compare their viewpoint about a classroom issue with the viewpoint of another person.
		<b>P3.3</b> Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.
		<b>P3.3.1</b> Express a position on a classroom issue.
		<b>P4.2</b> Civic Participation Act constructively to further the public good.
		<b>P4.2.1</b> Develop and implement an action plan to address or inform others about a classroom issue.
		<b>P4.2.2</b> Participate in projects to help or inform others.
		Unit 3: Symbols and Celebrations
Compellin	ng question: How do sy	mbols and celebrations help us understand and show love for our country?
9	Patriotism	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.







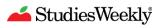
Week	Title	Standards Covered
		<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		K-2 P2.4 Know how to find relevant evidence from a variety of sources.
		<b>C2</b> Democratic Values and Constitutional Principles of American Government.
		<b>C2.0.1</b> Identify the American flag as an important symbol of the United States.
10	National Symbols	<b>C2</b> Democratic Values and Constitutional Principles of American Government.
		<b>C2.0.1</b> Identify the American flag as an important symbol of the United States.
11	National Holidays	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		K-2 P2.4 Know how to find relevant evidence from a variety of sources.
		<b>C2</b> Democratic Values and Constitutional Principles of American Government.
		Unit 4: Geography
Comp	elling Question: How o	loes understanding where we live help us decide how we live?
12	Map Skills	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.







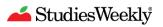
Week	Title	Standards Covered
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions. <b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies
		questions.
		<ul><li>K-2 P2.4 Know how to find relevant evidence from a variety of sources.</li><li>K-2 P2.5 Use data presented in social science tables, graphs, graphics, maps,</li></ul>
		and texts to answer compelling and supporting questions.
		<b>G1</b> The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.
		<b>G1.0.1</b> Recognize that maps and globes represent places.
13	Location	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>G1</b> The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.
		<b>G1.0.2</b> Use directions or positional words to identify significant locations in the classroom.
14	Place: Physical Characteristics	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>G2</b> Places and Regions Understand how regions are created from common physical and human characteristics.
15	Place: Human Characteristics	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>G2</b> Places and Regions Understand how regions are created from common physical and human characteristics.
16	Human-Environment Interaction	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>G5</b> Environment and Society Understand the effects of human-environment interactions.
		<b>G5.0.1</b> Describe ways in which the environment provides for basic human needs and wants.







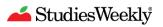
Week	Title	Standards Covered
17	Regions	<ul><li>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</li><li>G2.0.1 Identify and describe places in the immediate environment.</li></ul>
18	My Place on the Map	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</li> <li>G1.0.1 Recognize that maps and globes represent places.</li> <li>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</li> <li>G2.0.1 Identify and describe places in the immediate environment.</li> </ul>
19	Culture	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>K-2 P1.4 Identify point of view and bias.</li> <li>K-2 P2.1 Use compelling and supporting questions to investigate social studies problems.</li> <li>K-2 P2.2 Differentiate between compelling questions and supporting questions.</li> <li>K-2 P2.3 Use supporting questions to help answer compelling social studies questions.</li> <li>K-2 P2.4 Know how to find relevant evidence from a variety of sources.</li> <li>K-2 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> </ul>
		Unit 5: Economics
	Compelling Ques	stion: How do we get the things we need and want?
20	Needs and Wants	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.







Week	Title	Standards Covered
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		K-2 P1.4 Identify point of view and bias.
		<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		<b>K-2 P2.4</b> Know how to find relevant evidence from a variety of sources.
		<b>E1</b> Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.
		<b>E1.0.1</b> Describe economic wants they have experienced.
21	Goods and Services	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>E1</b> Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.
		<b>E1.0.2</b> Distinguish between goods and services.
22	Meeting Our Needs	<b>E1</b> Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.
		<b>E1.0.3</b> Recognize situations in which people trade.
23	Jobs	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts
		<b>E1</b> Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.
24	Spending and Saving	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.





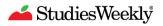


Week	Title	Standards Covered
		<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		K-2 P2.4 Know how to find relevant evidence from a variety of sources.
		<b>E1</b> Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.

Unit 6: History

Compelling Question: How are our lives different from those who lived in the past? How are they the same?

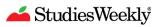
25	Time	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and</li> </ul>
		graphic forms including tables, line graphs, bar graphs, and maps. <b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies
		problems. <b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		<b>K-2 P2.4</b> Know how to find relevant evidence from a variety of sources.
		H2 Living and Working Together. Use historical thinking to understand the past.
26	Words About Time	<b>H2</b> Living and Working Together. Use historical thinking to understand the past.
		<b>H2.0.1</b> Distinguish among the past, present, and future.
27	Changes Over Time	<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		H2 Living and Working Together. Use historical thinking to understand the past.
		H2.0.2 Create a timeline using events from their own lives.







Week	Title	Standards Covered
28	History	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		K-2 P1.2 Differentiate between primary and secondary source documents.
		K-2 P1.4 Identify point of view and bias.
		<b>H2</b> Living and Working Together. Use historical thinking to understand the past.
		<b>H2.0.3</b> Describe the ways people learn about the past.
29	Life Long Ago and Today	<b>K-2 P1.2</b> Differentiate between primary and secondary source documents.
		<b>H2</b> Living and Working Together. Use historical thinking to understand the past.
		H2.0.1 Distinguish among the past, present, and future.
		H2.0.3 Describe the ways people learn about the past.
30	Inventions	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>H2</b> Living and Working Together. Use historical thinking to understand the past.
31	Transportation Over Time	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		H2 Living and Working Together. Use historical thinking to understand the past.
32	Communication Over Time	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.2</b> Differentiate between primary and secondary source documents.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.





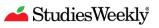


Week	Title	Standards Covered
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		<b>K-2 P2.4</b> Know how to find relevant evidence from a variety of sources.
		H2 Living and Working Together. Use historical thinking to understand the past.
		Unit 7: Inquiry
Compe	• •	In I ask and answer questions to help me learn something new? for this unit has its own compelling question
33	What Is a Question? How do questions help us learn about the world around us?	<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
34	Asking a Question What can I learn by asking questions about stories?	<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
35	Today's Inquiry: Mountains How are mountains useful?	<ul> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>K-2 P2.1 Use compelling and supporting questions to investigate social studies problems.</li> <li>K-2 P2.3 Use supporting questions to help answer compelling social studies questions.</li> </ul>
36	Create Your Own Inquiry How can I learn about something new?	<ul> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>K-2 P2.1 Use compelling and supporting questions to investigate social studies problems.</li> <li>K-2 P2.3 Use supporting questions to help answer compelling social studies questions.</li> </ul>



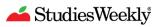


Week	Title	Standards Covered
		Unit 1: Communities
С	ompelling question: H	ow can you be a responsible citizen in your communities?
1	Community	<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		<b>C5</b> Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.
		<b>C5.0.1</b> Describe some responsibilities people have at home and at school.
2	Authority Figures	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>C1</b> Purposes of Government Explain why people create governments.
		<b>C1.0.2</b> Give examples of the use of power with authority and power without authority in school.
3	Rules and Laws	<b>K-2 P4.1</b> Act out of the rule of law and hold others to the same standard.
		<b>C1</b> Purposes of Government Explain why people create governments.
		<b>C1.0.1</b> Explain the need for rules and purposes of rules.
		<b>C1.0.2</b> Give examples of the use of power with authority and power without authority in school.
		Unit 2: Civics and Government
	Compelling question	on: How can you work with others to solve a conflict?
4	Principles of Democracy	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>K-2 P3.1</b> State an issue as a question of public policy and discuss possible solutions from different perspectives.





Week	Title	Standards Covered
		<b>K-2 P3.2</b> Apply Democratic Values or Constitutional Principles to support a position on an issue.
		<b>K-2 P4.2</b> Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.
		<b>K-2 P4.3</b> Explain different strategies students and others could take to address problems and predict possible results.
		<b>K-2 P4.4</b> Use democratic procedures to make decisions on civic issues in the school or classroom.
		C2 Democratic Values and Constitutional Principles of American Government
		<b>C2.0.1</b> Explain fair ways to make decisions and resolve conflicts in the school community.
		<b>P3.1</b> Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
		P3.1.1 Identify public issues in the school community.
		<b>P3.1.2</b> Use graphic data to analyze information about a public issue in the school community.
5	Purpose and Structure of Government	<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		<b>C1</b> Purposes of Government Explain why people create governments.
6	Government Services	<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		<b>C1</b> Purposes of Government Explain why people create governments.
7	Citizens	<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.





Week	Title	Standards Covered
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		<b>C5</b> Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.
		<b>C5.0.2</b> Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.
8	Important Documents	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.2</b> Differentiate between primary and secondary source documents.
		<b>H2</b> Living and Working Together in Families and Schools Use historical thinking to understand the past.
9	Founders	<b>K-2 P3.2</b> Apply Democratic Values or Constitutional Principles to support a position on an issue.
		<b>K-2 P3.3</b> Construct an argument and justify a decision supposed with evidence.
		<b>K-2 P3.4</b> Explain the challenges people have faced and actions they have taken to address issues at different times and places.
		<b>K-2 P4.2</b> Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.
		<b>K-2 P4.3</b> Explain different strategies students and others could take to address problems and predict possible results.
		<b>K-2 P4.4</b> Use democratic procedures to make decisions on civic issues in the school or classroom.
		<b>H2</b> Living and Working Together in Families and Schools Use historical thinking to understand the past.
		<b>P3.1</b> Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
		<b>P3.1.3</b> Identify alternative resolutions to a public issue in the school community.



Week	Title	Standards Covered
		<b>P.3.3</b> Persuasive Communication About a Public Issue. Communicate a reasoned position on a public issue.
		<b>P3.3.1</b> Express a position on a public policy issue in the school community and justify the position with a reasoned argument.
		P4.2 Civic Participation Act constructively to further the public good.
		<b>P4.2.1</b> Develop and implement an action plan to address or inform others about a school issue.
		<b>P4.2.2</b> Participate in projects to help or inform others.
		Unit 3: Symbols and Celebrations
Compel	ling question: Why are	national patriotic symbols, holidays, and celebrations important?
10	Patriotism	<b>K-2 P2.5</b> Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.
		C2 Democratic Values and Constitutional Principles of American Government
		<b>C2.0.2</b> Identify important symbols of the United States of America and what they represent.
11	National Patriotic Symbols	<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps
		C2 Democratic Values and Constitutional Principles of American Government
		<b>C2.0.2</b> Identify important symbols of the United States of America and what they represent.
12	National Patriotic Holidays	<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		<b>H2</b> Living and Working Together in Families and School Use historical thinking to understand the past.
		<b>H2.0.5</b> Identify the events or people celebrate during U.S. national holidays and why we celebrate them.

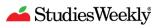


Week	Title	Standards Covered
		Unit 4: Geography
C	compelling question: W	hat information and tools do we use to tell where we are?
13	Map Skills	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</li> <li>G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.</li> </ul>
14	Location	<ul> <li>K-2 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> <li>G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</li> <li>G1.0.2 Describe places using absolute location or relative location.</li> </ul>
15	Physical Characteristics of a Place	<ul> <li>K-2 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> <li>G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</li> <li>G1.0.3 Distinguish between landmasses and bodies of water using maps and globes.</li> <li>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</li> <li>G2.0.1 Distinguish between physical and human characteristics of places.</li> </ul>
16	Human Characteristics of a Place	<ul> <li>K-2 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> <li>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</li> <li>G2.0.1 Distinguish between physical and human characteristics of places.</li> <li>G2.0.2 Describe the unifying characteristics and boundaries of different school regions.</li> </ul>
17	Adapting to Our Environment	<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.



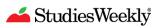


Week	Title	Standards Covered
		<ul><li>K-2 P2.2 Differentiate between compelling questions and supporting questions.</li><li>K-2 P2.3 Use supporting questions to help answer compelling social studies questions.</li></ul>
		<b>G5</b> Environment and Society Understand the effects of human-environment interactions.
		<b>G5.0.1</b> Describe ways in which people are part of, modify, and adapt to their physical environments.
		<b>G5.0.2</b> Describe ways in which the physical environment in a place or region affects people's lives.
18	Regions of Our Country	<b>K-2 P2.5</b> Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.
		<b>G2</b> Places and Regions Understand how regions are created from common physical and human characteristics.
		<b>G2.0.2</b> Describe the unifying characteristics and boundaries of different school regions.
		Unit 5: Culture
	Compelling	question: Why is a person's culture important?
19	Culture	K-2 P1.4 Identify point of view and bias.
		<b>G4</b> Human Systems Understand how human activities help shape the Earth's surface.
		<b>G4.0.1</b> Use components of culture to describe diversity in family life.
		<b>H2</b> Living and Working Together in Families and Schools Use historical thinking to understand the past.
		<b>H2.0.2</b> Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
20	Family Traditions	<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps
		<b>G4</b> Human Systems Understand how human activities help shape the Earth's surface.
		<b>G4.0.1</b> Use components of culture to describe diversity in family life.





Week	Title	Standards Covered
		<ul> <li>H2 Living and Working Together in Families and Schools Use historical thinking to understand the past.</li> <li>H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.</li> <li>H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past.</li> </ul>
		Unit 6: Economics
	Compelling	question: How is money used in economics?
21	Needs and Wants	<b>K-2 P1.4</b> Identify point of view and bias.
		<b>E1</b> Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.
		<b>E1.0.3</b> Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
		E1.0.4 Describe reasons why people voluntarily trade.
		<b>E1.0.6</b> Describe how money simplifies trade.
22	Goods and Services	<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		<b>E1</b> Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.
		<b>E1.0.1</b> Distinguish between producers and consumers of goods and services.
		<b>E1.0.2</b> Describe ways in which families consume goods and services.
23	Economic Choices	<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.





Week	Title	Standards Covered
		<ul> <li>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</li> <li>E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</li> </ul>
24	Jobs	<ul> <li>K-2 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> <li>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</li> <li>E1.0.2 Describe ways in which families consume goods and services.</li> <li>E1.0.5 Describe ways in which people earn money.</li> </ul>
25	Workers Contribute to the Economy	<ul> <li>K-2 P2.1 Use compelling and supporting questions to investigate social studies problems.</li> <li>K-2 P2.2 Differentiate between compelling questions and supporting questions.</li> <li>K-2 P2.3 Use supporting questions to help answer compelling social studies questions.</li> <li>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</li> </ul>
26	Spending and Saving	<ul> <li>K-2 P2.1 Use compelling and supporting questions to investigate social studies problems.</li> <li>K-2 P2.2 Differentiate between compelling questions and supporting questions.</li> <li>K-2 P2.3 Use supporting questions to help answer compelling social studies questions.</li> <li>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</li> <li>E1.0.5 Describe ways in which people earn money.</li> </ul>
		Unit 7: History
Compe	elling Question: How is	our life different from those who lived in the past? How is it the same?
27	Time	<b>K-2 P2.5</b> Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.



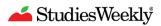


Week	Title	Standards Covered
		<ul> <li>H2 Living and Working Together in Families and School Use historical thinking to understand the past.</li> <li>H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</li> </ul>
28	Changes Over Time	<ul> <li>K-2 P1.4 Identify point of view and bias.</li> <li>H2 Living and Working Together in Families and School Use historical thinking to understand the past.</li> <li>H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</li> </ul>
29	Sources	<ul> <li>K-2 P1.2 Differentiate between primary and secondary source documents.</li> <li>K-2 P2.4 Know how to find relevant evidence from a variety of sources.</li> <li>H2 Living and Working Together in Families and School Use historical thinking to understand the past.</li> </ul>
30	Life Long Ago and Today	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>H2 Living and Working Together in Families and School Use historical thinking to understand the past.</li> <li>H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past.</li> <li>H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</li> </ul>
31	Transportation Over Time	<ul> <li>K-2 P2.4 Know how to find relevant evidence from a variety of sources.</li> <li>H2 Living and Working Together in Families and School Use historical thinking to understand the past.</li> <li>H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</li> </ul>
32	Communication Over Time	<ul> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps</li> <li>H2 Living and Working Together in Families and School Use historical thinking to understand the past.</li> </ul>





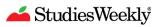
Week	Title	Standards Covered
		<b>H2.0.4</b> Compare life today with life in the past using the criteria of family, school, jobs, or communication.
		Unit 8: Inquiry
	Each week	for this unit has its own compelling question
33	What is Inquiry? What are the steps in the inquiry process?	<ul><li>P2.1 Use compelling and supporting questions to investigate social studies problems.</li><li>P2.2 Differentiate between compelling questions and supporting questions.</li></ul>
34	Questions Come From Many Places: Part One What can I learn about goats?	<b>P2.1</b> Use compelling and supporting questions to investigate social studies problems.
35	Questions Come From Many Places: Part Two Why is it important to share what I learn?	<b>P2.1</b> Use compelling and supporting questions to investigate social studies problems.
36	Anansi and Inquiry Why is it important to collaborate with others when learning something new?	<b>P2.1</b> Use compelling and supporting questions to investigate social studies problems.



1



Week	Title	Standards Covered
		Unit 1: Civics and Government
	Compelling Questic	on: What is involved in keeping a community running?
1	Community	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</li> </ul>
2	Rules and Laws	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>C5 Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.</li> <li>C5.0.1 Identify ways in which people participate in community decisions.</li> </ul>
3	Principles of Democracy	<ul> <li>K-2 P3.2 Apply Democratic Values or Constitutional Principles to support a position on an issue.</li> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>C2 Democratic Values and Constitutional Principles of American Government</li> <li>C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.</li> <li>P3.1.1 Identify public issues in the local community that influence people's daily lives.</li> <li>P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community.</li> </ul>
4	Important Documents	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.





Week	Title	Standards Covered
		<ul> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>C3 Structure and Functions of Government Describe the structure of government in the United States and how it functions</li> </ul>
5	The Purpose of Government	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>C1 Purposes of Government Explain why people create governments.</li> <li>C1.0.1 Explain why people form governments.</li> <li>C3.0.2 Use examples to describe how local government affects the lives of people in a community.</li> </ul>
6	The Structure of Government	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>C3 Structure and Functions of Government Describe the structure of government in the United States and how it functions.</li> <li>C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.</li> </ul>
7	Government Services	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>C1.0.2 Distinguish between government action and private action.</li> <li>C3.0.3 Identify services commonly provided by local governments.</li> </ul>
8	Citizens	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> </ul>

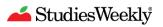


	Week	Title	Standards Covered
			<b>C5</b> Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.
			<b>C5.0.1</b> Identify ways in which people participate in community decisions.
			<b>C5.0.2</b> Distinguish between personal and civic responsibilities and explain why they are important in community life.
			Unit 2: Patriotism
	(	Compelling question: H	low do we honor people and events in American history?
	9	Patriotism	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
			<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
			<b>C2.0.2</b> Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism.
-	10	Patriotic Symbols	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
			<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
	11	Memorials and Monuments	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
			<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
-	12	National Holidays	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
			<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
	13	Culture	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
			<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
			<b>G4.0.3</b> Use components of culture to describe diversity in the local community.



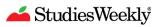


	Week	Title	Standards Covered
	14	Sources	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
			K-2 P1.2 Differentiate between primary and secondary source documents.
			<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
			<b>H2.0.2</b> Examine different perspectives of the same event in a community and explain how and why they are different.
			<b>H2.0.6</b> Construct a historical narrative about the history of the local community from a variety of sources.
-	15	Eyewitnesses to Change Over Time	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
			K-2 P1.2 Differentiate between primary and secondary source documents.
			<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
			<b>H2.0.2</b> Examine different perspectives of the same event in a community and explain how and why they are different.
			<b>H2.0.6</b> Construct a historical narrative about the history of the local community from a variety of sources.
Unit 3: Geography			Unit 3: Geography
Compelling question: How can we use maps and graphs to tell a story about our community?			
	16	Map Skills	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
			<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
			<b>G1</b> The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.
			<b>G1.0.2</b> Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.
	17	Location	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.



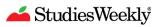


Week	Title	Standards Covered
		<ul> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.</li> </ul>
18	Place: Physical Characteristics	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place.</li> </ul>
19	Place: Human Characteristics	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of a place.</li> <li>G4 Human Systems Understand how human activities help shape the earth's surface.</li> <li>G4.0.1 Describe land use in the community.</li> </ul>
20	Human-Environment Interaction	<ul> <li>K-2 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>K-2 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>G5 Environment and Society Understand the effects of human-environment interactions.</li> <li>G5.0.1 Suggest ways in which people can responsibly interact with the environment in the local community.</li> <li>G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.</li> </ul>
21	Movement	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.





Week	Title	Standards Covered
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>G4.0.2</b> Describe the means people create for moving people, goods, and ideas within the local community.
22	Regions of Michigan	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>G1.0.1</b> Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place.
		<b>G1.0.3</b> Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.
		<b>G2</b> Places and Regions Understand how regions are created from common physical and human characteristics.
		<b>G2.0.2</b> Describe how the local community is part of a larger region.
23	Michigan Geography, People, and Economics	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>G2</b> Places and Regions Understand how regions are created from common physical and human characteristics.
		<b>G2.0.1</b> Compare the physical and human characteristics of the local community with those of another community.
		Unit 4: Economics
	Compelling question	n: How do resources affect myself and my community?
24	Economic Resources	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>E1.0.3</b> Describe the natural, human, and capital resources needed for production of a good or service in a community.



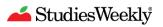


Week	Title	Standards Covered
25	Economic Activity	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>E1.0.2</b> Describe how businesses in the local community meet economic wants of consumers.
		<b>E1.0.3</b> Describe the natural, human, and capital resources needed for production of a good or service in a community.
26	Economic Principles	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>E1.0.1</b> Identify the opportunity cost involved in a consumer decision.
		<b>E1.0.5</b> Utilize a decision-making process to analyze the benefits and costs of a personal decision.
27	Producers and Consumers	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>E1</b> Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.
		<b>E1.0.2</b> Describe how businesses in the local community meet economic wants of consumers.
28	Specialization and Interdependence	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>E1.0.4</b> Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).





Week	Title	Standards Covered	
	Unit 5: Chronology		
	Compelling question	on: How does learning about the past help us today?	
29	Sequencing and Chronology	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.	
		<b>H2</b> Living and Working Together in Communities Use historical thinking to understand the past.	
		<b>H2.0.1</b> Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.	
30	Innovations Over Time	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.	
		<b>H2</b> Living and Working Together in Communities Use historical thinking to understand the past.	
		<b>H2.0.3</b> Explain how individuals and groups have made significant historical changes.	
		H2.0.4 Describe changes in the local community over time.	
		<b>H2.0.5</b> Describe how community members responded to a problem in the past.	
31	Historic Figures	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.	
		<b>H2.0.3</b> Explain how individuals and groups have made significant historical changes.	
		<b>H2.0.5</b> Describe how community members responded to a problem in the past.	
32	Solving Problems in Your Community	<b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	
		<b>K-2 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.	



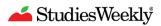


Week	Title	Standards Covered
		<b>C5.0.3</b> Design and participate in community improvement projects that help or inform others.
		<b>P3.1</b> Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
		<b>P3.1.1</b> Identify public issues in the local community that influence people's daily lives.
		<b>P3.1.2</b> Use graphic data to analyze information about a public issue in the school community.
		<b>P3.3</b> Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.
		<b>P3.3.1</b> Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.
		<b>P4.2</b> Civic Participation Act constructively to further the public good.
		<b>P4.2.1</b> Develop and implement an action plan to address or inform others about a community issue.
		<b>P4.2.2</b> Participate in projects to help or inform others.
		Unit 6: Inquiry
	Each week	for this unit has its own compelling question
33	Inquiry is a Process	<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
	How does the inquiry process support my	<b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.
	learning?	<b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		<b>K-2 P2.4</b> Know how to find relevant evidence from a variety of sources.
		<b>K-2 P2.5</b> Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.
		<b>H2.0.3</b> Explain how individuals and groups have made significant historical changes.
34	Values, Beliefs, and Culture	<b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.





Week	Title	Standards Covered
	How do belief systems impact communities?	<ul> <li>K-2 P2.2 Differentiate between compelling questions and supporting questions.</li> <li>K-2 P2.3 Use supporting questions to help answer compelling social studies questions.</li> <li>K-2 P2.4 Know how to find relevant evidence from a variety of sources.</li> <li>K-2 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> <li>G4.0.3 Use components of culture to describe diversity in the local community.</li> </ul>
35	Historical Figures: Part One How do people shape the culture in the community in which they live?	<ul> <li>K-2 P2.1 Use compelling and supporting questions to investigate social studies problems.</li> <li>K-2 P2.2 Differentiate between compelling questions and supporting questions.</li> <li>K-2 P2.3 Use supporting questions to help answer compelling social studies questions.</li> <li>K-2 P2.4 Know how to find relevant evidence from a variety of sources.</li> <li>K-2 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> <li>G4.0.3 Use components of culture to describe diversity in the local community.</li> </ul>
36	Historical Figures: Part Two How do actions of one person impact those around them?	<ul> <li>K-2 P2.1 Use compelling and supporting questions to investigate social studies problems.</li> <li>K-2 P2.2 Differentiate between compelling questions and supporting questions.</li> <li>K-2 P2.3 Use supporting questions to help answer compelling social studies questions.</li> <li>K-2 P2.4 Know how to find relevant evidence from a variety of sources.</li> <li>K-2 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> <li>C5.0.3 Design and participate in community improvement projects that help or inform others.</li> </ul>







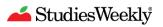
Week	Title	Standards Covered	
	Unit 1: Inquiry		
	Each week	for this unit has its own compelling question	
1	Developing Inquiries What is Inquiry?	<ul> <li>3-5 P2.1 Use compelling and supporting questions to investigate social studies problems.</li> <li>3-5 P2.2 Differentiate between compelling questions and supporting questions.</li> <li>3-5 P2.3 Use supporting questions to help answer compelling social studies questions.</li> <li>3-5 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> <li>H3.0.1 Identify questions historians ask in examining the past in Michigan.</li> </ul>	
2	Sources How does asking questions about history help us learn?	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.2 Differentiate between primary and secondary source documents.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>3-5 P1.4 Identify point of view and bias.</li> <li>H3.0.1 Identify questions historians ask in examining the past in Michigan.</li> <li>H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.</li> </ul>	
3	Examining Evidence and Communicating Conclusions How can I use sources to answer questions?	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.2 Differentiate between primary and secondary source documents.</li> <li>3-5 P1.4 Identify point of view and bias.</li> <li>3-5 P2.4 Know how to find relevant evidence from a variety of sources.</li> </ul>	
4	Taking Action What are ways people can take action to improve communities?	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P2.4 Know how to find relevant evidence from a variety of sources.</li> <li>3-5 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> </ul>	







Week	Title	Standards Covered	
		<b>3-5 P3.3</b> Construct an argument and justify a decision supported with evidence.	
5	Engage in Your Own Inquiry	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	
	How does the inquiry process help me take	<b>3-5 P1.2</b> Differentiate between primary and secondary source documents.	
	ownership of my learning?	<b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.	
		<b>3-5 P1.4</b> Identify point of view and bias.	
		<b>3-5 P2.1</b> Use compelling and supporting questions to investigate social studies problems.	
		<b>3-5 P2.2</b> Differentiate between compelling questions and supporting questions.	
		<b>3-5 P2.3</b> Use supporting questions to help answer compelling social studies questions.	
		<b>3-5 P2.4</b> Know how to find relevant evidence from a variety of sources.	
		<b>3-5 P2.5</b> Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.	
		Unit 2: Civics and Government	
	Compelling question: How does government represent the people?		
6	Government	<b>C1</b> Purposes of Government Explain why people create governments.	
		<b>C1.0.1</b> Give an example of how Michigan state government fulfills one of the purposes of government.	
7	The Purpose of Local	<b>C2</b> Democratic Values and Constitutional Principles of American Government	
	Government	<b>C2.0.1</b> Describe how the Michigan state government reflects the principle of representative government.	
8	Tribal, State, and Local	C2 Democratic Values and Constitutional Principles of American Government	
	Government	<b>C2.0.1</b> Describe how the Michigan state government reflects the principle of representative government.	
		<b>C3</b> Structure and Functions of Government Describe the structure of government in the United States and how it functions.	







Week	Title	Standards Covered
		<b>C3.0.1</b> Distinguish between the roles of tribal, state, and local governments.
		<b>C3.0.3</b> Identify the three branches of state government in Michigan and the powers of each.
		<b>C3.0.5</b> Describe the purpose of the Michigan Constitution.
9	Conflict and Compromise	<b>C3</b> Structure and Functions of Government Describe the structure of government in the United States and how it functions.
		<b>C3.0.4</b> Explain how state courts function to resolve conflict.
10	Take a Stand on a Public Issue	<b>P3.1</b> Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and gen-erate and evaluate possible alternative resolutions.
		<b>P3.1.1</b> Identify public issues in Michigan that influence the daily lives of its citizens.
		<b>P3.1.2</b> Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
		<b>P3.1.3</b> Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in Michigan.
		<b>P3.3</b> Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.
		<b>P3.3.1</b> Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.
		<b>P4.2</b> Civic Participation Act constructively to further the public good.
		<b>P4.2.1</b> Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
		<b>P4.2.2</b> Participate in projects to help or inform others.
11	Citizens	<b>C5</b> Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.
		<b>C5.0.1</b> Identify and explain rights and responsibilities of citizenship.
12	Civic Responsibilities	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.







Week	Title	Standards Covered
		<b>C5</b> Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.
		<b>C5.0.1</b> Identify and explain rights and responsibilities of citizenship.
13	Important Documents	<b>C5</b> Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.
		<b>C5.0.1</b> Identify and explain rights and responsibilities of citizenship.
		Unit 3: Geography
	Compelling question:	How has Michigan's location affected its development?
14	Map Skills	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>G1</b> The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.
		<b>G1.0.1</b> Use cardinal directions (north, south, east, west) to describe the rela-tive locations of significant places in the immediate environment.
		<b>G1.0.2</b> Use thematic maps to identify and describe the physical and human characteristics of Michigan.
15	Location	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>G1</b> The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.
		<b>G1.0.1</b> Use cardinal directions (north, south, east, west) to describe the rela-tive locations of significant places in the immediate environment.
		<b>G1.0.3</b> Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America.
16	Place: Physical Characteristics	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>G1</b> The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.
		<b>G1.0.2</b> Use thematic maps to identify and describe the physical and human characteristics of Michigan.







Week	Title	Standards Covered
		<ul> <li>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</li> <li>E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development.</li> </ul>
17	Place: Human Characteristics	<ul> <li>G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</li> <li>G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.</li> <li>G5 Environment and Society Understand the effects of human-environment interactions.</li> <li>G5.0.2 Locate natural resources in Michigan and explain the consequences of their use.</li> </ul>
18	Physical and Human Characteristics of Michigan	<ul> <li>G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</li> <li>G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.</li> <li>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</li> <li>G2.0.2 Describe different regions to which Michigan belongs.</li> <li>G5 Environment and Society Understand the effects of human-environment interactions.</li> <li>G5.0.2 Locate natural resources in Michigan and explain the consequences of their use.</li> </ul>
19	Human-Environment Interaction	<ul><li>G5 Environment and Society Understand the effects of human-environment interactions.</li><li>G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.</li></ul>
20	Movement	<ul><li>G4 Human Systems Understand how human activities help shape the Earth's surface.</li><li>G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).</li></ul>







Week	Title	Standards Covered
		<b>G4.0.3</b> Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.
21	Using Charts, Maps, and Data	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>G4</b> Human Systems Understand how human activities help shape the Earth's surface.
		<b>G4.0.3</b> Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.
	'	Unit 4: Economics
	Compelling question	: How do people's choices shape Michigan's economy?
22	Resources	<b>E1</b> Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.
		<b>E1.0.4</b> Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
23	Community Interdependence	<b>E1</b> Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.
		<b>E1.0.3</b> Analyze how Michigan's location and natural resources influenced its economic development.
		<b>E1.0.4</b> Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
		<b>E2</b> National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.
		<b>E2.0.1</b> Using a Michigan example, explain how specialization leads to increased interdependence.
		<b>G4</b> Human Systems Understand how human activities help shape the Earth's surface.
		<b>G4.0.1</b> Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.







Week	Title	Standards Covered
24	Producers and Consumers	<ul> <li>G4 Human Systems Understand how human activities help shape the Earth's surface.</li> <li>G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.</li> <li>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</li> <li>E1.0.5 Explain the role of entrepreneurship and business development in Michigan's economic future.</li> </ul>
25	Economic Principles	<ul> <li>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</li> <li>E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.</li> <li>E1.0.2 Identify incentives that influence economic decisions people make in Michigan.</li> <li>E2 National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.</li> <li>E2.0.1 Using a Michigan example, explain how specialization leads to increased interdependence.</li> <li>E3 International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.</li> <li>E3.0.1 Identify products produced in other countries and consumed by people in Michigan.</li> </ul>
26	Michigan's Economy	<ul> <li>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</li> <li>E1.0.2 Identify incentives that influence economic decisions people make in Michigan.</li> <li>E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development.</li> <li>E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</li> <li>G4 Human Systems Understand how human activities help shape the Earth's surface.</li> </ul>







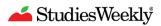
Week	Title	Standards Covered
		<b>G4.0.1</b> Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.
		Unit 5: Historic Events and People
	Compelling question	n: Who has affected change in the history of Michigan?
27	Timelines	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
28	Indigenous People of Michigan	<ul> <li>3-5 P1.4 Identify point of view and bias.</li> <li>H3 The History of Michigan (Through Statehood) Use historical thinking to understand the past.</li> <li>H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.</li> <li>G4 Human Systems Understand how human activities help shape the Earth's surface.</li> <li>G4.0.4 Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life.</li> </ul>
29	Exploration of Michigan	<ul> <li>H3 The History of Michigan (Through Statehood) Use historical thinking to understand the past.</li> <li>H3.0.5 Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.</li> <li>H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.</li> </ul>
30	Early Settlements of Michigan	<ul> <li>H3 The History of Michigan (Through Statehood) Use historical thinking to understand the past.</li> <li>H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).</li> <li>G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).</li> </ul>





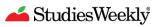


Week	Title	Standards Covered
		<b>G4.0.3</b> Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.
31	Michigan Statehood	<ul> <li>H3 The History of Michigan (Through Statehood) Use historical thinking to understand the past.</li> <li>H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).</li> <li>H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).</li> <li>H3.0.9 Describe how Michigan attained statehood.</li> </ul>
32	Important Events to Michigan	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>H3 The History of Michigan (Through Statehood) Use historical thinking to understand the past.</li> <li>H3.0.3 Describe the causal relationships between three events in Michigan's past.</li> <li>H3.0.10 Create a timeline to sequence and describe major eras and events in early Michigan history.</li> <li>G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).</li> <li>G4.0.3 Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.</li> </ul>





Week	Title	Standards Covered
		Unit 1: Inquiry
	Each week	for this unit has its own compelling question
1	Developing Questions and Planning Inquiries	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
	How does questioning help you learn?	<b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>3-5 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>3-5 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>3-5 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		<b>3-5 P2.5</b> Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.
2	Sources for Inquiry Where can I gather	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
	evidence to answer my claims?	<b>3-5 P1.2</b> Differentiate between primary and secondary source documents.
		<b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>3-5 P1.4</b> Identify point of view and bias.
		<b>3-5 P2.4</b> Know how to find relevant evidence from a variety of sources.
3	Evaluate Sources and Interpret Information	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
	What tools and strategies can you use to learn about a specific place?	<b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
	about a specific place?	<b>3-5 P2.4</b> Know how to find relevant evidence from a variety of sources.
4	Communicating Conclusions	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
	Why should information be shared with others?	<b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>3-5 P2.4</b> Know how to find relevant evidence from a variety of sources.





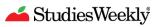


Week	Title	Standards Covered
		<ul> <li>3-5 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> <li>3-5 P3.3 Construct an argument and justify a decision supported with evidence.</li> </ul>
5	Engaging In Your Own Inquiry	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
	How does practicing the inquiry process help you	<b>3-5 P1.2</b> Differentiate between primary and secondary source documents.
	learn?	<b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>3-5 P1.4</b> Identify point of view and bias.
		<b>3-5 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>3-5 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>3-5 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		<b>3-5 P2.4</b> Know how to find relevant evidence from a variety of sources.
		<b>3-5 P2.5</b> Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.
		<b>3-5 P3.1</b> State an issue as a question of public policy and discuss possible solutions from different perspectives.
		<b>3-5 P3.3</b> Construct an argument and justify a decision supported with evidence.
		Unit 2: Civics and Government
	Compelling o	question: Why do people create governments?
6	Government	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>3-5 P1.2</b> Differentiate between primary and secondary source documents.
		<b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>3-5 P1.4</b> Identify point of view and bias.





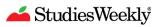
Weel	c Title	Standards Covered
		<b>3-5 P2.1</b> Use compelling and supporting questions to investigate social studies problems.
		<b>3-5 P2.2</b> Differentiate between compelling questions and supporting questions.
		<b>3-5 P2.3</b> Use supporting questions to help answer compelling social studies questions.
		<b>3-5 P2.4</b> Know how to find relevant evidence from a variety of sources.
		<b>3-5 P2.5</b> Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.
		<b>3-5 P3.1</b> State an issue as a question of public policy and discuss possible solutions from different perspectives.
		<b>3-5 P3.3</b> Construct an argument and justify a decision supported with evidence.
		<b>C1</b> Purposes of Government Explain why people create governments.
		<b>C1.0.1</b> Identify questions political scientists ask in examining the United States.
		<b>C1.0.2</b> Describe the purposes of government as identified in the Preamble of the Constitution.
		C2 Democratic Values and Constitutional Principles of American Government
		<b>C2.0.1</b> Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
		<b>C3</b> Structure and Functions of Government Describe the structure of government in the United States and how it functions.
		<b>C3.0.3</b> Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches)
		<b>C3.0.4</b> Describe how the powers of the federal government are separated among the branches.
		<b>C3.0.5</b> Give examples of how the system of checks and balances limits the power of the federal government.
		<b>C3.0.6</b> Describe how the President, members of the Congress, Supreme Court Justices are elected or appointed.







Week	Title	Standards Covered
7	Tribal, State, and Local Governments	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>C3 Structure and Functions of Government Describe the structure of government in the United States and how it functions.</li> <li>C3.0.2 Give examples of powers exercised by the federal government, tribal governments and state governments.</li> </ul>
8	Important National Documents	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>C2 Democratic Values and Constitutional Principles of American Government</li> <li>C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.</li> </ul>
9	The Bill of Rights	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>C2 Democratic Values and Constitutional Principles of American Government</li> <li>C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.</li> </ul>
10	Michigan Government	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>C1 Purposes of Government Explain why people create governments.</li> <li>C1.0.1 Identify questions political scientists ask in examining the United States.</li> </ul>







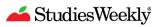
Week	Title	Standards Covered
		<ul> <li>C3 Structure and Functions of Government Describe the structure of government in the United States and how it functions.</li> <li>C3.0.2 Give examples of powers exercised by the federal government, tribal governments and state governments.</li> </ul>
11	Citizens	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>C3 Structure and Functions of Government Describe the structure of government in the United States and how it functions.</li> <li>C3.0.7 Explain how the federal government uses taxes and spending to serve the purposes of government.</li> <li>C5 Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life</li> <li>C5.0.1 Explain the responsibilities of members of American society.</li> <li>C5.0.2 Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.</li> <li>C5.0.3 Describe ways in which people can work together to promote the values and principles of American democracy.</li> </ul>
12	Active Civic Participation	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.2 Differentiate between primary and secondary source documents.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>3-5 P1.4 Identify point of view and bias.</li> <li>3-5 P2.1 Use compelling and supporting questions to investigate social studies problems.</li> <li>3-5 P2.2 Differentiate between compelling questions and supporting questions.</li> <li>3-5 P2.3 Use supporting questions to help answer compelling social studies questions.</li> </ul>







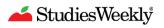
Week	Title	Standards Covered
		<b>3-5 P2.4</b> Know how to find relevant evidence from a variety of sources.
		<b>3-5 P2.5</b> Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.
		<b>3-5 P3.1</b> State an issue as a question of public policy and discuss possible solutions from different perspectives.
		<b>3-5 P3.3</b> Construct an argument and justify a decision supported with evidence.
		<b>P3.1</b> Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and gen-erate and evaluate possible alternative resolutions.
		<b>P3.1.1</b> Identify public issues in Michigan that influence the daily lives of its citizens.
		<b>P3.1.2</b> Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
		<b>P3.1.3</b> Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in Michigan.
		<b>P3.3</b> Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue
		<b>P3.3.1</b> Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.
		<b>P4.2</b> Civic Participation Act constructively to further the public good.
		<b>P4.2.1</b> Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
		<b>P4.2.2</b> Participate in projects to help or inform others.
		Unit 3: Geography
	Compelling	question: Why do people live where they live?
13	Themes of Geography	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>3-5 P1.2</b> Differentiate between primary and secondary source documents.
		<b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>3-5 P1.4</b> Identify point of view and bias.







Week	Title	Standards Covered
		<ul> <li>3-5 P2.1 Use compelling and supporting questions to investigate social studies problems.</li> <li>3-5 P2.2 Differentiate between compelling questions and supporting questions.</li> <li>3-5 P2.3 Use supporting questions to help answer compelling social studies questions.</li> <li>3-5 P2.4 Know how to find relevant evidence from a variety of sources.</li> <li>3-5 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> <li>3-5 P3.1 State an issue as a question of public policy and discuss possible solutions from different perspectives.</li> <li>3-5 P3.3 Construct an argument and justify a decision supported with evidence.</li> <li>G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spa-tial perspective.</li> <li>G1.0.1 Identify questions geographers ask in examining the United States.</li> </ul>
14	Map Skills	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spa-tial perspective.</li> <li>G1.0.2 Identify and describe the characteristics and purposes of a variety of technological geographic tools.</li> <li>G1.0.3 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</li> <li>G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States.</li> <li>G1.0.5 Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.</li> </ul>
15	Place	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.







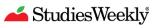
Week	Title	Standards Covered
		<ul> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spa-tial perspective.</li> <li>G1.0.2 Identify and describe the characteristics and purposes of a variety of</li> </ul>
		technological geographic tools. <b>G1.0.4</b> Use maps to describe elevation, climate, and patterns of population density in the United States.
		<b>G2.0.2</b> Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.
16	Human-Environment Interaction	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> </ul>
		<ul><li>G5 Environment and Society Understand the effects of human-environment interactions.</li><li>G5.0.1 Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of</li></ul>
17	Threats to Michigan's Environment	those activities. 3-5 P1.1 Use appropriate strategies to read and interpret basic social science
	Environment	<ul> <li>tables, graphs, graphics, maps, and texts.</li> <li><b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li><b>H3</b> The History of Michigan (Beyond Statehood) Use historical thinking to use historical thinking to the state base.</li> </ul>
		understand the past. H3.0.7 Describe past and current threats to Michigan's natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources.
18	Movement	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> </ul>







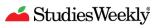
Week	Title	Standards Covered
		<b>G1</b> The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spa-tial perspective.
		<b>G1.0.4</b> Use maps to describe elevation, climate, and patterns of population density in the United States.
		<b>G4</b> Human Systems Understand how human activities help shape the Earth's surface.
		<b>G4.0.3</b> Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.
19	Immigration and Migration in Michigan	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>G4</b> Human Systems Understand how human activities help shape the Earth's surface.
		<b>G4.0.1</b> Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.
		<b>H3</b> The History of Michigan (Beyond Statehood) Use historical thinking to understand the past.
		<b>H3.0.2</b> Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.
20	Culture	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>G4</b> Human Systems Understand how human activities help shape the Earth's surface.
		<b>G4.0.2</b> Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.
21	Regions of the United States	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.







Week	Title	Standards Covered	
		<ul><li>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</li><li>G2.0.1 Describe ways in which the United States can be divided into different regions.</li></ul>	
22	Regions of Michigan	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spa-tial perspective.</li> <li>G1.0.3 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</li> <li>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</li> <li>G2.0.2 Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.</li> </ul>	
		Unit 4: Economics	
	Compelling question: What is an economy?		
23	Resources	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> </ul>	
24	Economic Principles	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</li> <li>E1.0.2 Describe characteristics of a market economy.</li> <li>E1.0.4 Explain how price affects decisions about purchasing goods and services.</li> </ul>	







Week	Title	Standards Covered
		<b>E1.0.6</b> Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.
25	Money	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</li> <li>E1.0.7 Describe the role of money in the exchange of goods and services</li> </ul>
26	Personal Finance	<ul> <li>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</li> <li>E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.</li> </ul>
27	Market Economy	<ul> <li>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</li> <li>E1.0.2 Describe characteristics of a market economy.</li> <li>E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.</li> <li>E1.0.4 Explain how price affects decisions about purchasing goods and services.</li> <li>E1.0.5 Explain how specialization and division of labor increase productivity.</li> <li>E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.</li> <li>E2 National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.</li> <li>E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment.</li> </ul>
28	Global Competition and the U.S. Economy	<ul> <li>E3 International Economy Use fundamental principles and concepts of economics to understand economic activi-ty in the global economy.</li> <li>E3.0.1 Identify advantages and disadvantages of global competition</li> </ul>





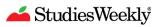


Week	Title	Standards Covered
29	Michigan's Economy	<b>E1</b> Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.
		<b>E1.0.5</b> Explain how specialization and division of labor increase productivity.
		<b>E3</b> International Economy Use fundamental principles and concepts of economics to understand economic activi-ty in the global economy.
		<b>H3.0.1</b> Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.
		<b>H3.0.5</b> Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.
		Unit 5: History and Culture
	Compelling q	uestion: Why is it important to study the past?
30	Historical Inquiry	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<b>3-5 P1.2</b> Differentiate between primary and secondary source documents.
		<b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.
		<b>3-5 P1.4</b> Identify point of view and bias.
31	The Abolitionist Movement and the	<b>H3</b> The History of Michigan (Beyond Statehood) Use historical thinking to understand the past.
	Underground Railroad	<b>H3.0.3</b> Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.
32	The Automobile Industry	<b>H3</b> The History of Michigan (Beyond Statehood) Use historical thinking to understand the past.
		<b>H3.0.1</b> Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.
		<b>H3.0.6</b> 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.
		<b>E1.0.5</b> Explain how specialization and division of labor increase productivity.





Week	Title	Standards Covered		
	Unit 1: Inquiry			
	Each week	for this unit has its own compelling question		
1	Developing Questions and Planning Inquiries	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.		
	How does the inquiry process help with learning?	<ul> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>3-5 P1.4 Identify point of view and bias.</li> </ul>		
2	Historical Inquiry Sources	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.		
	Why are multiple perspectives of an event	<b>3-5 P1.2</b> Differentiate between primary and secondary source documents.		
	important?	<b>3-5 P2.1</b> Use compelling and supporting questions to investigate social studies problems.		
		<b>3-5 P2.4</b> Know how to find relevant evidence from a variety of sources.		
3	Analyzing and Evaluating Evidence	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.		
	How does analyzing primary and secondary	<b>3-5 P1.2</b> Differentiate between primary and secondary source documents.		
	sources help us learn?	<b>3-5 P1.3</b> Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.		
		3-5 P1.4 Identify point of view and bias.		
		<b>3-5 P2.1</b> Use compelling and supporting questions to investigate social studies problems.		
		<b>3-5 P2.2</b> Differentiate between compelling questions and supporting questions.		
		<b>3-5 P2.3</b> Use supporting questions to help answer compelling social studies questions.		
		<b>3-5 P2.4</b> Know how to find relevant evidence from a variety of sources.		
		<b>3-5 P2.5</b> Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.		
4	Communicating Conclusions	<b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.		



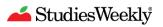


Week	Title	Standards Covered			
	Why should information be shared with others?	<ul> <li>3-5 P1.2 Differentiate between primary and secondary source documents.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>3-5 P1.4 Identify point of view and bias.</li> <li>3-5 P2.1 Use compelling and supporting questions to investigate social studies problems.</li> <li>3-5 P2.2 Differentiate between compelling questions and supporting questions.</li> <li>3-5 P2.3 Use supporting questions to help answer compelling social studies questions.</li> </ul>			
		<ul> <li>3-5 P2.4 Know how to find relevant evidence from a variety of sources.</li> <li>3-5 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> </ul>			
5	Engaging in Your Inquiry How does practicing the inquiry process help you learn?	<ul> <li>3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</li> <li>3-5 P1.2 Differentiate between primary and secondary source documents.</li> <li>3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</li> <li>3-5 P1.4 Identify point of view and bias.</li> <li>3-5 P2.1 Use compelling and supporting questions to investigate social studies problems.</li> <li>3-5 P2.2 Differentiate between compelling questions and supporting questions.</li> <li>3-5 P2.3 Use supporting questions to help answer compelling social studies questions.</li> <li>3-5 P2.4 Know how to find relevant evidence from a variety of sources.</li> <li>3-5 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</li> </ul>			
Comm	Unit 2: Pre-Columbian Life				
6 Comp	Life in Africa	<b>U1.3</b> African Life Before the 16th Century Describe the lives of peoples living in			
		West Africa prior to the 16th century.			





Week	Title	Standards Covered
		<ul> <li>U1.3.1 Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).</li> <li>U1.3.2 Describe the life and cultural development of people living in West 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> </ul>
7	The Vibrant Societies of Pre-Columbian North America	<ul> <li>U1.1 Indigenous Peoples' Lives in the Americas. Describe the lives of the Indigenous Peoples living in North America prior to European contact.</li> <li>U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.</li> <li>U1.1.2 Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.</li> </ul>
8	Life in Pre-Columbian North America	<ul> <li>U1.1 Indigenous Peoples' Lives in the Americas Describe the lives of the Indigenous Peoples living in North America prior to European contact.</li> <li>U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.</li> <li>U1.1.2 Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.</li> <li>U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.</li> </ul>
		Unit 3: Exploration
Compell	• •	he Triangular Trade produce varied outcomes for Europeans, and ethe impacts on the lives of West Africans?
9	The Age of Encounters	<ul> <li>U1.2 European Exploration Identify the causes and consequences of European exploration and colonization.</li> <li>U1.2.1 Explain the technological and political developments that made sea exploration possible.</li> <li>U1.2.2 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.</li> </ul>
10	Colonization	<b>U1.2</b> European Exploration Identify the causes and consequences of European exploration and colonization.



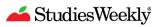


Week	Title	Standards Covered
		<ul> <li>U1.2.1 Explain the technological and political developments that made sea exploration possible.</li> <li>U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.</li> <li>U1.4 Three World Interactions Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.</li> <li>U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.</li> <li>U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use</li> </ul>
11	Consequences of Contact	<ul> <li>U1.2 European Exploration Identify the causes and consequences of European exploration and colonization.</li> <li>U1.2.2 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.</li> <li>U1.4 Three World Interactions. Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.</li> <li>U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.</li> <li>U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.</li> <li>U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.</li> <li>U1.4.4 Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.</li> </ul>





Week	Title	Standards Covered	
	Unit 4: Colonization		
Compe	• •	l economic opportunities, religious freedom, and political power ne creation of colonies in North America?	
12	The Colonies and Their Founding	<ul> <li>U2.1 European Struggle for Control of North America Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.</li> <li>U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.</li> <li>U2.1.5 Explain the economic, political, cultural, and religious causes of migration to colonial North America.</li> </ul>	
13	The Southern Colonies	<ul> <li>U2.1 European Struggle for Control of North America Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.</li> <li>U2.1.1 Describe significant developments in the Southern colonies, including: <ul> <li>patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement.</li> <li>the establishment of Jamestown.</li> <li>the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).</li> <li>interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.</li> <li>the development of colonial representative assemblies (House of Burgesses).</li> <li>the development of slavery.</li> </ul> </li> </ul>	
14	The New England Colonies	<ul> <li>U2.1 European Struggle for Control of North America Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.</li> <li>U2.1.2 Describe significant developments in the New England colonies, including: <ul> <li>patterns of settlement and control including the impact of geography (land-forms and climate) on settlement.</li> <li>interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.</li> <li>the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government.</li> <li>religious tensions in Massachusetts that led to the establishment of other colonies in New England.</li> </ul> </li> </ul>	



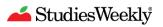


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<ul> <li>patterns of settlement and control, includ (land-forms and climate) on settlement.</li> <li>interactions with Indigenous Peoples, inc services, and ideas among Europeans and the growth of economies in the Middle con in New Netherlands, Quaker settlement in subsequent English takeover of the Middle immigration patterns leading to ethnic divided wellopment of the slave system in the Americas</li> <li>U2.2.1 Describe Triangular Trade, including:         <ul> <li>the people and goods that were traded.</li> <li>the Middle Passage.</li> <li>the impact on life in Africa.</li> </ul> </li> </ul>	Colonies settlement patterns and describe significant developments in Southern, New
development of the slave system in the Americas <b>U2.2.1</b> Describe Triangular Trade, including: • the trade routes. • the people and goods that were traded. • the Middle Passage. • the impact on life in Africa. <b>U2.2.2</b> Describe the lives of enslaved Africans and	<ul> <li>(land-forms and climate) on settlement.</li> <li>interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.</li> <li>the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies.</li> </ul>
of their diverse African histories and cultures to d African-American identities. U2.3 Life in Colonial America Distinguish among a regional differences in colonial America. U2.3.1 Locate the New England, Middle, and Sout U2.3.2 Describe the daily lives of people living in t Southern colonies. U2.3.3 Describe colonial life in America from the different groups of people. U2.3.4 Describe the development of the emerging	<ul> <li>development of the slave system in the Americas and its impact.</li> <li>U2.2.1 Describe Triangular Trade, including: <ul> <li>the trade routes.</li> <li>the people and goods that were traded.</li> <li>the Middle Passage.</li> <li>the impact on life in Africa.</li> </ul> </li> <li>U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.</li> <li>U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.</li> <li>U2.3.1 Life in Colonial America Distinguish among and explain the reasons for regional differences in colonial America.</li> <li>U2.3.2 Describe the daily lives of people living in the New England, Middle, and Southern colonies.</li> <li>U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people.</li> <li>U2.3.4 Describe the development of the emerging labor force in the colonies.</li> </ul>



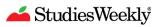


Week	Title	Standards Covered			
	Unit 5: French and Indian War				
(	Compelling question: H	How did conflict influence the colonies in North America?			
17	Clash of the Empires	<ul> <li>U3.1 Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.</li> <li>U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.</li> </ul>			
18	Consequences of the French and Indian War	<ul> <li>U3.1 Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.</li> <li>U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.</li> </ul>			
	Unit 6: Road to Revolution				
Compelling question: How did the views of a representative government influence the start of the American Revolution?					
19	The Acts of Parliament	<ul> <li>U3.1 Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.</li> <li>U3.1.2 Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.</li> <li>U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</li> </ul>			
20	The Actions of the Colonies	<ul> <li>U3.1 Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.</li> <li>U3.1.2 Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.</li> <li>U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</li> <li>U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies.</li> </ul>			
21	The Shot Heard Round the World	<b>U3.1</b> Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.			





Week	Title	Standards Covered		
		<b>U3.1.2</b> Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.		
		<b>U3.1.3</b> Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).		
		<b>U3.1.4</b> Describe the role of the First and Second Continental Congresses in unifying the colonies.		
		<b>U3.1.6</b> 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.		
		<b>U3.2</b> The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.		
		<b>U3.2.1</b> Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.		
		Unit 7: American Revolution		
Compel	Compelling question: What were the risks and rewards for ordinary colonists in supporting the revolution? Why did some choose to remain loyal to Britain?			
22	Independence and Revolution: The People	<b>U3.1</b> Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.		
		<b>U3.1.5</b> Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.		
		<b>U3.1.6</b> 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.		
		<b>U3.1.7</b> Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.		
		<b>U3.1.8</b> Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.		
		<b>U3.2</b> The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.		
		<b>U3.2.1</b> Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.		





Week	Title	Standards Covered			
23	Independence and Revolution: The Military	<b>U3.2</b> The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.			
		<b>U3.2.1</b> Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.			
		<b>U3.2.2</b> Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.			
		<b>U3.2.3</b> Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.			
24	Outcomes of the American Revolution	<b>U3.1.4</b> Describe the role of the First and Second Continental Congresses in unifying the colonies.			
		<b>U3.2</b> The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.			
		<b>U3.2.1</b> Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.			
		<b>U3.2.2</b> Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.			
		<b>U3.2.3</b> Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.			
		<b>U3.2.4</b> Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).			
	Unit 8: A New Nation				
Comp	Compelling question: How did the Framers create a Constitution that is still viable today?				
25	The Founders and Process	<b>U3.3</b> Creating New Government(s) and a New Constitution 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.			
		<b>U3.3.1</b> Describe the powers of the national government and state governments under the Articles of Confederation.			

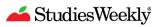
**U3.3.2** Give examples of problems the country faced under the Articles of Confederation.

**U3.3.3** Explain why the Constitutional Convention was convened and why the Constitution was written.





Week	Title	Standards Covered
26	Constitution	<ul> <li>U3.3 Creating New Government(s) and a New Constitution 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.</li> <li>U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.</li> <li>U3.3.5 Give reasons why the Framers wanted to limit the power of government.</li> <li>U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.</li> </ul>
27	Bill of Rights	<ul> <li>U3.3 Creating New Government(s) and a New Constitution 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.</li> <li>U3.3.7 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>U3.3.8 Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution</li> </ul>
28	The New Nation	<ul> <li>U3.3 Creating New Government(s) and a New Constitution 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.</li> <li>U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.</li> <li>U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.</li> </ul>
		Unit 9: Active Citizen Participation
Each week for this unit has its own compelling question		
29	Contemporary Constitutional Issues Is the electoral college necessary?	<ul> <li>P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</li> <li>P3.1.1 Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions.</li> <li>P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions.</li> </ul>





Week	Title	Standards Covered
		<ul> <li>P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States.</li> <li>P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.</li> </ul>
30	Citizens What are the rights of U.S. citizens?	<ul> <li>P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.</li> <li>P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</li> <li>P4.2.2 Participate in projects to help or inform others.</li> </ul>
31	Citizens and American Democracy How do citizens impact American democracy?	<ul> <li>P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</li> <li>P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.</li> <li>P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</li> <li>P4.2.2 Participate in projects to help or inform others.</li> </ul>
32	Active Civic Participation Should voting be mandatory?	<ul> <li>P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.</li> <li>P4.2 Civic Participation Act constructively to further the public good.</li> <li>P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</li> <li>P4.2.2 Participate in projects to help or inform others.</li> </ul>

