



# Michigan Social Studies STANDARDS CORRELATION

# K

Standards		Weekly Issues
SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2		
<b>K-2 P1.1</b>	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	1: I Am a Member of a Community 3: What Are Laws? 4: Learning and Working Together 5: Our Government 8: Important Documents 9: Patriotism 11: National Holidays 12: Map Skills 13: Location 14: Place: Physical Characteristics 15: Place: Human Characteristics 16: Human-Environment Interaction 18: My Place on the Map 19: Culture 20: Needs and Wants 21: Goods and Services 23: Jobs 24: Spending and Saving 25: Time 28: Sources 30: Inventions 31: Transportation Over Time 32: Communication Over Time
<b>K-2 P1.2</b>	Differentiate between primary and secondary source documents.	28: Sources 29: Life Long Ago and Today 32: Communication 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.	1: I Am a Member of a Community 3: What Are Laws? 4: Learning and Working Together 5: Our Government 8: Important Documents 9: Patriotism 11: National Holidays 12: Map Skills 13: Location 18: My Place on the Map 19: Culture 20: Needs and Wants 21: Goods and Services 24: Spending and Saving 25: Time 27: Changes Over Time 30: Inventions 31: Transportation Over Time 32: Communication Over Time



# Michigan Social Studies STANDARDS CORRELATION

# K

Standards		Weekly Issues
		35: Today's Inquiry: Mountains 36: Create Your Own Inquiry
<b>K-2 P1.4</b>	Identify point of view and bias.	19: Culture 20: Needs and Wants 28: Sources
<b>K-2 P2.1</b>	Use compelling and supporting questions to investigate social studies problems.	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 32: Communication Over Time 33: What is a Question? 34: Asking a Question 35: Today's Inquiry: Mountains 36: Create Your Own Inquiry
<b>K-2 P2.2</b>	Differentiate between compelling questions and supporting 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 32: Communication Over Time
<b>K-2 P2.3</b>	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



# Michigan Social Studies STANDARDS CORRELATION

# K

Standards		Weekly Issues
		32: Communication Over Time 35: Today's Inquiry: Mountains 36: Create Your Own Inquiry
<b>K-2 P2.4</b>	Know how to find relevant evidence from a variety of sources.	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 32: Communication Over 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.	4: Learning and Working Together 12: Map Skills 19: Culture
<b>K-2 P3.1</b>	State an issue as a question of public policy and discuss possible solutions from different perspectives.	4: Learning and Working Together 8: Important Documents
<b>K-2 P3.2</b>	Apply Democratic Values or Constitutional Principles to support a position on an issue.	4: Learning and Working Together 8: Important Documents
<b>K-2 P3.3</b>	Construct an argument and justify a decision supported with evidence.	4: Learning and Working Together 8: Important Documents
<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.	4: Learning and Working Together 8: Important Documents
<b>K-2 P4.1</b>	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
<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.	4: Learning and Working Together 8: Important Documents
<b>K-2 P4.3</b>	Explain different strategies students and others could take to address problems and predict possible results.	4: Learning and Working Together 8: Important Documents



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



# Michigan Social Studies STANDARDS CORRELATION

# K

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



# Michigan Social Studies STANDARDS CORRELATION

# K

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



# Michigan Social Studies STANDARDS CORRELATION

# 1

Standards		Weekly Issues
SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2		
<b>K-2 P1.1</b>	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	2: Authority Figures 4: Principles of Democracy 8: Important Documents 13: Map Skills 30: Life Long Ago and Today
<b>K-2 P1.2</b>	Differentiate between primary and secondary source documents.	8: Important Documents 29: Sources
<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.	4: Principles of Democracy 11: National Patriotic Symbols 20: Family Traditions 32: Communication Over Time
<b>K-2 P1.4</b>	Identify point of view and bias.	19: Culture 21: Needs and Wants 28: Changes Over Time
<b>K-2 P2.1</b>	Use compelling and supporting questions to investigate social studies problems.	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
<b>K-2 P2.2</b>	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



# Michigan Social Studies STANDARDS CORRELATION

# 1

Standards		Weekly Issues
<b>K-2 P2.3</b>	Use supporting questions to help answer compelling social studies 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
<b>K-2 P2.4</b>	Know how to find relevant evidence from a variety of sources.	29: Sources 31: Transportation Over 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.	10: Patriotism 14: Location 15: Physical Characteristics of a Place 16: Human Characteristics of a Place 18: Regions of Our Country 24: Jobs 27: Time
<b>K-2 P3.1</b>	State an issue as a question of public policy and discuss possible solutions from different perspectives.	4: Principles of Democracy
<b>K-2 P3.2</b>	Apply Democratic Values or Constitutional Principles to support a position on an issue.	4: Principles of Democracy 9: Founders
<b>K-2 P3.3</b>	Construct an argument and justify a decision supported with evidence.	9: Founders
<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.	9: Founders
<b>K-2 P4.1</b>	Act out of the rule of law and hold others to the same standard.	3: Rules and Laws
<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.	4: Principles of Democracy 9: Founders
<b>K-2 P4.3</b>	Explain different strategies students and others could take to address problems and predict possible results.	4: Principles of Democracy 9: Founders





# Michigan Social Studies STANDARDS CORRELATION

# 1

Standards		Weekly Issues
<b>K-2 P4.4</b>	Use democratic procedures to make decisions on civic issues in the school or classroom.	4: Principles of Democracy 9: Founders
<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE</b>		
<b>H2</b>	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
<b>H2.0.1</b>	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	27: Time 28: Changes Over Time
<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.	19: Culture 20: Family Traditions
<b>H2.0.3</b>	Use historical sources to draw possible conclusions about family or school life in the past.	20: Family Traditions 30: Life Long Ago and Today
<b>H2.0.4</b>	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
<b>H2.0.5</b>	Identify the events or people celebrated during U.S. national holidays and why we celebrate them.	12: National Patriotic Holidays
<b>G1</b>	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
<b>G1.0.1</b>	Construct simple maps of the classroom to demonstrate aerial per-spective.	13: Map Skills



# Michigan Social Studies STANDARDS CORRELATION

# 1

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



# Michigan Social Studies STANDARDS CORRELATION

# 1

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



# Michigan Social Studies STANDARDS CORRELATION

# 1

Standards		Weekly Issues
<b>E1.0.5</b>	Describe ways in which people earn money.	24: Jobs 26: Spending and Saving
<b>E1.0.6</b>	Describe how money simplifies trade.	21: Needs and Wants
<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.	4: Principles of Democracy 9: Founders
<b>P3.1.1</b>	Identify public issues in the school community.	4: Principles of Democracy
<b>P3.1.2</b>	Use graphic data to analyze information about a public issue in the school community.	4: Principles of Democracy
<b>P3.1.3</b>	Identify alternative resolutions to a public issue in the school community.	9: Founders
<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 public policy issue in the school community and justify the position with a reasoned argument.	9: Founders
<b>P4.2</b>	Civic Participation Act constructively to further the public good.	9: Founders
<b>P4.2.1</b>	Develop and implement an action plan to address or inform others about a school issue.	9: Founders
<b>P4.2.2</b>	Participate in projects to help or inform others.	9: Founders





# Michigan Social Studies STANDARDS CORRELATION

# 2

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



# Michigan Social Studies STANDARDS CORRELATION

# 2

Standards		Weekly Issues
<b>K-2 P2.5</b>	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.	33: Inquiry is a Process 34: Values, Beliefs, and Culture 35: Historical Figures: Part One 36: Historical Figures: Part Two
<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.	3: Principles of Democracy
<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.	
<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO</b>		
<b>H2</b>	Living and Working Together in Communities Use historical thinking to understand the past.	29: Sequencing and Chronology 30: Innovations Over Time
<b>H2.0.1</b>	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.	29: Sequencing and Chronology



# Michigan Social Studies STANDARDS CORRELATION

# 2

Standards		Weekly Issues
<b>H2.0.2</b>	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
<b>H2.0.3</b>	Explain how individuals and groups have made significant historical changes.	30: Innovations Over Time 31: Historic Figures 33: Inquiry is a Process
<b>H2.0.4</b>	Describe changes in the local community over time.	30: Innovations Over Time
<b>H2.0.5</b>	Describe how community members responded to a problem in the past.	30: Innovations Over Time 31: Historic Figures
<b>H2.0.6</b>	Construct a historical narrative about the history of the local community from a variety of sources.	14: Sources 15: Eyewitnesses to Change Over Time
<b>G1</b>	The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective	16: Map Skills
<b>G1.0.1</b>	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
<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.	16: Map Skills 17: Location
<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.	22: Regions of Michigan
<b>G2</b>	Places and Regions Understand how regions are created from common physical and human characteristics.	22: Regions of Michigan 23: Michigan Geography, People, and Economics
<b>G2.0.1</b>	Compare the physical and human characteristics of the local community with those of another community.	23: Michigan Geography, People, and Economics
<b>G2.0.2</b>	Describe how the local community is part of a larger region.	22: Regions of Michigan





# Michigan Social Studies STANDARDS CORRELATION

# 2

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



# Michigan Social Studies STANDARDS CORRELATION

# 2

Standards		Weekly Issues
<b>C3</b>	Structure and Functions of Government Describe the structure of government in the United States and how it functions.	4: Important Documents 6: The Structure of Government
<b>C3.0.1</b>	Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	6: The Structure of Government
<b>C3.0.2</b>	Use examples to describe how local government affects the lives of people in a community.	5: The Purpose of Government
<b>C3.0.3</b>	Identify services commonly provided by local governments.	7: Government Services
<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.	2: Rules and Laws 8: Citizens
<b>C5.0.1</b>	Identify ways in which people participate in community decisions.	2: Rules and Laws 8: Citizens
<b>C5.0.2</b>	Distinguish between personal and civic responsibilities and explain why they are important in community life.	1: Community 8: Citizens
<b>C5.0.3</b>	Design and participate in community improvement projects that help or inform others.	32: Solving Problems in Your Community 36: Historical Figures: Part Two
<b>E1</b>	Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.	27: Producers and Consumers
<b>E1.0.1</b>	Identify the opportunity cost involved in a consumer decision.	26: Economic Principles
<b>E1.0.2</b>	Describe how businesses in the local community meet economic wants of consumers.	25: Economic Activity 27: Producers and Consumers
<b>E1.0.3</b>	Describe the natural, human, and capital resources needed for production of a good or service in a community.	24: Economic Resources 25: Economic Activity
<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).	28: Specialization and Interdependence



# Michigan Social Studies STANDARDS CORRELATION

# 2

Standards		Weekly Issues
<b>E1.0.5</b>	Utilize a decision-making process to analyze the benefits and costs of a personal decision.	26: Economic Principles
<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.	32: Solving Problems in Your Community
<b>P3.1.1</b>	Identify public issues in the local community that influence people's daily lives.	3: Principles of Democracy 32: Solving Problems in Your Community
<b>P3.1.2</b>	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
<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 the local community.	3: Principles of Democracy
<b>P3.3</b>	Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.	32: Solving Problems in Your Community
<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.	32: Solving Problems in Your Community
<b>P4.2</b>	Civic Participation Act constructively to further the public good.	32: Solving Problems in Your Community
<b>P4.2.1</b>	Develop and implement an action plan to address or inform others about a community issue.	32: Solving Problems in Your Community
<b>P4.2.2</b>	Participate in projects to help or inform others.	32: Solving Problems in Your Community



# Michigan Social Studies STANDARDS CORRELATION

# 3

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



# Michigan Social Studies STANDARDS CORRELATION

# 3

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



# Michigan Social Studies STANDARDS CORRELATION

# 3

Standards		Weekly Issues
<b>H3.0.2</b>	Explain how historians use primary and secondary sources to answer questions about the past.	2: Sources
<b>H3.0.3</b>	Describe the causal relationships between three events in Michigan's past.	32: Important Events to Michigan
<b>H3.0.4</b>	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
<b>H3.0.5</b>	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
<b>H3.0.6</b>	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
<b>H3.0.7</b>	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).	30: Early Settlements of Michigan 31: Michigan Statehood
<b>H3.0.8</b>	Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).	31: Michigan Statehood
<b>H3.0.9</b>	Describe how Michigan attained statehood.	31: Michigan Statehood
<b>H3.0.10</b>	Create a timeline to sequence and describe major eras and events in early Michigan history.	32: Important Events to Michigan
<b>G1</b>	The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.	14: Map Skills 15: Location 16: Place: Physical Characteristics 17: Place: Human Characteristics 18: Physical and Human Characteristics of Michigan



# Michigan Social Studies STANDARDS CORRELATION

# 3

Standards		Weekly Issues
<b>G1.0.1</b>	Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.	14: Map Skills 15: Location
<b>G1.0.2</b>	Use thematic maps to identify and describe the physical and human characteristics of Michigan.	14: Map Skills 16: Place: Physical Characteristics 17: Place: Human Characteristics 18: Physical and Human Characteristics of Michigan
<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.	15: Location
<b>G2</b>	Places and Regions Understand how regions are created from common physical and human characteristics.	18: Physical and Human Characteristics of Michigan
<b>G2.0.1</b>	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	
<b>G2.0.2</b>	Describe different regions to which Michigan belongs.	18: Physical and Human Characteristics of Michigan
<b>G4</b>	Human Systems Understand how human activities help shape the Earth's surface.	20: Movement 21: Using Charts, Maps, and Data 23: Community Interdependence 24: Producers and Consumers 26: Michigan's Economy 28: Indigenous People of Michigan
<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.	23: Community Interdependence 24: Producers and Consumers 26: Michigan's Economy
<b>G4.0.2</b>	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
<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.	20: Movement 21: Using Charts, Maps, and Data 30: Early Settlements of Michigan 32: Important Events to Michigan
<b>G4.0.4</b>	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
<b>G5</b>	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
<b>G5.0.1</b>	Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.	19: Human-Environment Interaction
<b>G5.0.2</b>	Locate natural resources in Michigan and explain the consequences of their use.	17: Place: Human Characteristics 18: Physical and Human Characteristics of Michigan
<b>C1</b>	Purposes of Government Explain why people create governments.	6: Government
<b>C1.0.1</b>	Give an example of how Michigan state government fulfills one of the purposes of government.	6: Government
<b>C2</b>	Democratic Values and Constitutional Principles of American Government	7: The Purpose of Local Government 8: Tribal, State, and Local Government
<b>C2.0.1</b>	Describe how the Michigan state government reflects the principle of representative government.	7: The Purpose of Local Government 8: Tribal, State, and Local Government
<b>C3</b>	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
<b>C3.0.1</b>	Distinguish between the roles of tribal, state, and local governments.	8: Tribal, State, and Local Government





# Michigan Social Studies STANDARDS CORRELATION

# 3

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



# Michigan Social Studies STANDARDS CORRELATION

# 3

Standards		Weekly Issues
<b>E1.0.5</b>	Explain the role of entrepreneurship and business development in Michigan's economic future.	24: Producers and Consumers
<b>E2</b>	National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.	23: Community Interdependence 25: Economic Principles
<b>E2.0.1</b>	Using a Michigan example, explain how specialization leads to in-creased interdependence.	23: Community Interdependence 25: Economic Principles
<b>E3</b>	International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.	25: Economic Principles
<b>E3.0.1</b>	Identify products produced in other countries and consumed by people in Michigan.	25: Economic Principles
<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.	10: Take a Stand on a Public Issue
<b>P3.1.1</b>	Identify public issues in Michigan that influence the daily lives of its citizens.	10: Take a Stand on a Public Issue
<b>P3.1.2</b>	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
<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.	10: Take a Stand on a Public Issue
<b>P3.3</b>	Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.	10: Take a Stand on a Public Issue



# Michigan Social Studies STANDARDS CORRELATION

# 3

Standards		Weekly Issues
<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.	10: Take a Stand on a Public Issue
<b>P4.2</b>	Civic Participation Act constructively to further the public good.	10: Take a Stand on a Public Issue
<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.	10: Take a Stand on a Public Issue
<b>P4.2.2</b>	Participate in projects to help or inform others.	10: Take a Stand on a Public Issue



# Michigan Social Studies STANDARDS CORRELATION

# 4

## Standards

## Weekly Issues

### SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5

<b>3-5 P1.1</b>	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
<b>3-5 P1.2</b>	Differentiate between primary and secondary source documents.	2: Sources for Inquiry 5: Engaging In Your Own Inquiry 6: Government 12: Active Civic Participation 13: Themes of Geography 30: Historical Inquiry
<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.	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



# Michigan Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
		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
<b>3-5 P1.4</b>	Identify point of view and bias.	2: Sources for Inquiry 5: Engaging In Your Own Inquiry 6: Government 12: Active Civic Participation 13: Themes of Geography 30: Historical Inquiry
<b>3-5 P2.1</b>	Use compelling and supporting questions to investigate social studies problems.	1: Developing Questions and Planning Inquiries 5: Engaging In Your Own Inquiry 6: Government 12: Active Civic Participation 13: Themes of Geography
<b>3-5 P2.2</b>	Differentiate between compelling questions and supporting questions.	1: Developing Questions and Planning Inquiries 5: Engaging In Your Own Inquiry 6: Government 12: Active Civic Participation 13: Themes of Geography
<b>3-5 P2.3</b>	Use supporting questions to help answer compelling social studies questions.	1: Developing Questions and Planning Inquiries 5: Engaging In Your Own Inquiry 6: Government 12: Active Civic Participation 13: Themes of Geography
<b>3-5 P2.4</b>	Know how to find relevant evidence from a variety of sources.	2: Sources for Inquiry 3: Evaluate Sources and Interpret Information 4: Communicating Conclusions



# Michigan Social Studies STANDARDS CORRELATION

# 4

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



# Michigan Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR		
<b>H3</b>	The History of Michigan (Beyond Statehood) Use historical thinking to understand the past.	17: Threats to Michigan's Environment 19: Immigration and Migration in Michigan 31: The Abolitionist Movement and the Underground Railroad 32: The Automobile Industry
<b>H3.0.1</b>	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
<b>H3.0.2</b>	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
<b>H3.0.3</b>	Use case studies or stories to describe the ideas and actions of individ-u-als involved in the Underground Railroad in Michigan and in the Great Lakes region.	31: The Abolitionist Movement and the Underground Railroad
<b>H3.0.4</b>	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.	
<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.	29: Michigan's Economy
<b>H3.0.6</b>	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
<b>H3.0.7</b>	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



# Michigan Social Studies STANDARDS CORRELATION

# 4

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





# Michigan Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
<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.	19: Immigration and Migration in Michigan
<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.	20: Culture
<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.	18: Movement
<b>G5</b>	Environment and Society Understand the effects of human-environment interactions.	16: Human-Environment Interaction
<b>G5.0.1</b>	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
<b>C1</b>	Purposes of Government Explain why people create governments.	6: Government 10: Michigan Government
<b>C1.0.1</b>	Identify questions political scientists ask in examining the United States.	6: Government 10: Michigan Government
<b>C1.0.2</b>	Describe the purposes of government as identified in the Preamble of the Constitution.	6: Government
<b>C2</b>	Democratic Values and Constitutional Principles of American Government	6: Government 8: Important National Documents 9: The Bill of Rights
<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.	6: Government 8: Important National Documents 9: The Bill of Rights



# Michigan Social Studies STANDARDS CORRELATION

# 4

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



# Michigan Social Studies STANDARDS CORRELATION

# 4

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



# Michigan Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
<b>E2</b>	National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.	27: Market Economy
<b>E2.0.1</b>	Explain how changes in the United States economy impact levels of employment and unemployment.	27: Market Economy
<b>E3</b>	International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.	28: Global Competition and the U.S. Economy 29: Michigan's Economy
<b>E3.0.1</b>	Identify advantages and disadvantages of global competition.	28: Global Competition and the U.S. Economy
<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.	12: Active Civic Participation
<b>P3.1.1</b>	Identify public issues in the United States that influence the daily lives of its citizens.	12: Active Civic Participation
<b>P3.1.2</b>	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
<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 the United States.	12: Active Civic Participation
<b>P3.3</b>	Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.	12: Active Civic Participation
<b>P3.3.1</b>	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
<b>P4.2</b>	Civic Participation Act constructively to further the public good.	12: Active Civic Participation



# Michigan Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
<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.	12: Active Civic Participation
<b>P4.2.2</b>	Participate in projects to help or inform others.	12: Active Civic Participation



# Michigan Social Studies STANDARDS CORRELATION

# 5

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



# Michigan Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
<b>3-5 P2.5</b>	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.	3: Analyzing and Evaluating Evidence 4: Communicating Conclusions 5: Engaging in Your Inquiry
<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 P3.2</b>	Apply Democratic Values or Constitutional Principles to support a position on an issue.	
<b>3-5 P3.3</b>	Construct an argument and justify a decision supported with evidence.	
<b>3-5 P3.4</b>	Explain the challenges people have faced and actions they have taken to address issues at different times and places.	
<b>3-5 P4.1</b>	Act out of the rule of law and hold others to the same standard.	
<b>3-5 P4.2</b>	Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.	
<b>3-5 P4.3</b>	Explain different strategies students and others could take to address problems and predict possible results.	
<b>3-5 P4.4</b>	Use democratic procedures to make decisions on civic issues in the school or classroom.	
<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE</b>		
<b>U1.1</b>	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
<b>U1.1.1</b>	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



# Michigan Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
<b>U1.1.2</b>	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
<b>U1.1.3</b>	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
<b>U1.2</b>	European Exploration Identify the causes and consequences of European exploration and colonization.	9: The Age of Encounters 10: Colonization 11: Consequences of Contact
<b>U1.2.1</b>	Explain the technological and political developments that made sea exploration possible.	9: The Age of Encounters 10: Colonization
<b>U1.2.2</b>	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
<b>U1.3</b>	African Life Before the 16th Century Describe the lives of peoples living in West Africa prior to the 16th century.	6: Life in America
<b>U1.3.1</b>	Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).	6: Life in America
<b>U1.3.2</b>	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
<b>U1.4</b>	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
<b>U1.4.1</b>	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





# Michigan Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
<b>U1.4.2</b>	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.	10: Colonization 11: Consequences of Contact
<b>U1.4.3</b>	Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.	11: Consequences of Contact
<b>U1.4.4</b>	Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.	11: Consequences of Contact
<b>U2.1</b>	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.	12: The Colonies and Their Founding 13: The Southern Colonies 14: The New England Colonies 15: The Mid-Atlantic Colonies
<b>U2.1.1</b>	Describe significant developments in the Southern colonies, including: <ul style="list-style-type: none"> <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>	13: The Southern Colonies



# Michigan Social Studies STANDARDS CORRELATION

# 5

Standards	Weekly Issues
<p><b>U2.1.2</b> Describe significant developments in the New England colonies, including:</p> <ul style="list-style-type: none"> <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
<p><b>U2.1.3</b> Describe significant developments in the Middle colonies, including:</p> <ul style="list-style-type: none"> <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>	15: The Mid-Atlantic Colonies
<p><b>U2.1.4</b> Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.</p>	12: The Colonies and Their Founding
<p><b>U2.1.5</b> Explain the economic, political, cultural, and religious causes of migration to colonial North America.</p>	12: The Colonies and Their Founding
<p><b>U2.2</b> European Slave Trade and Slavery in Colonial America Analyze the development of the slave system in the Americas and its impact.</p>	16: Colonial Life



# Michigan Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
<b>U2.2.1</b>	Describe Triangular Trade, including: <ul style="list-style-type: none"> <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
<b>U2.2.2</b>	Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.	16: Colonial Life
<b>U2.2.3</b>	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
<b>U2.3</b>	Life in Colonial America Distinguish among and explain the reasons for regional differences in colonial America.	16: Colonial Life
<b>U2.3.1</b>	Locate the New England, Middle, and Southern colonies on a map.	16: Colonial Life
<b>U2.3.2</b>	Describe the daily lives of people living in the New England, Middle, and Southern colonies.	16: Colonial Life
<b>U2.3.3</b>	Describe colonial life in America from the perspectives of at least three different groups of people.	16: Colonial Life
<b>U2.3.4</b>	Describe the development of the emerging labor force in the colonies.	16: Colonial Life
<b>U2.3.5</b>	Make generalizations about the reasons for regional differences in colonial America.	16: Colonial Life
<b>U3.1</b>	Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.	17: Clash of the Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World 22: Independence and Revolution: The People



# Michigan Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
<b>U3.1.1</b>	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
<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.	19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World
<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).	19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard Round the World
<b>U3.1.4</b>	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
<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.	22: Independence and Revolution: The People
<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.	21: The Shot Heard Round the World 22: Independence and Revolution: The People
<b>U3.1.7</b>	Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.	22: Independence and Revolution: The People
<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.	22: Independence and Revolution: The People
<b>U3.2</b>	The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.	21: The Shot Heard Round the World 22: Independence and Revolution: The People 23: Independence and Revolution: The Military 24: Outcomes of the American Revolution



# Michigan Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
<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.	21: The Shot Heard Round the World 22: Independence and Revolution: The People 23: Independence and Revolution: The Military 24: Outcomes of the American Revolution
<b>U3.2.2</b>	Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.	23: Independence and Revolution: The Military 24: Outcomes of 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.	23: Independence and Revolution: The Military 24: Outcomes of the American Revolution
<b>U3.2.4</b>	Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).	24: Outcomes of the American Revolution
<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.	25: The Founders and Process 26: Constitution 27: Bill of Rights 28: The New Nation
<b>U3.3.1</b>	Describe the powers of the national government and state governments under the Articles of Confederation.	25: The Founders and Process
<b>U3.3.2</b>	Give examples of problems the country faced under the Articles of Confederation.	25: The Founders and Process
<b>U3.3.3</b>	Explain why the Constitutional Convention was convened and why the Constitution was written.	25: The Founders and Process
<b>U3.3.4</b>	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
<b>U3.3.5</b>	Give reasons why the Framers wanted to limit the power of government.	26: Constitution



# Michigan Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
<b>U3.3.6</b>	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
<b>U3.3.7</b>	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
<b>U3.3.8</b>	Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.	27: Bill of Rights
<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.	29: Contemporary Constitutional Issues
<b>P3.1.1</b>	Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions.	29: Contemporary Constitutional Issues
<b>P3.1.2</b>	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
<b>P3.1.3</b>	Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States.	29: Contemporary Constitutional Issues
<b>P3.3</b>	Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.	31: Citizens and American Democracy
<b>P3.3.1</b>	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.	29: Contemporary Constitutional Issues 30: Citizens 31: Citizens and American Democracy 32: Active Civic Participation
<b>P4.2</b>	Civic Participation Act constructively to further the public good.	32: Active Civic Participation



# Michigan Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
<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.	30: Citizens 31: Citizens and American Democracy 32: Active Civic Participation
<b>P4.2.2</b>	Participate in projects to help or inform others.	30: Citizens 31: Citizens and American Democracy 32: Active Civic Participation



# Michigan Social Studies SCOPE & SEQUENCE

# K

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





# Michigan Social Studies SCOPE & SEQUENCE

# K

Week	Title	Standards Covered
		<b>K-2 P4.1</b> Act out rule of law and hold others to the same standard.
<b>Unit 2: Civics and Government</b>		
<b>Compelling Question: How does working together with others help me to solve problems?</b>		
4	Learning and Working Together	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.</p> <p><b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.</p> <p><b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.</p> <p><b>K-2 P2.4</b> Know how to find relevant evidence from a variety of sources.</p> <p><b>K-2 P2.5</b> Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</p> <p><b>K-2 P3.1</b> State an issue as a question of public policy and discuss possible solutions from different perspectives.</p> <p><b>K-2 P3.2</b> Apply Democratic Values or Constitutional Principles to support a position on an issue.</p> <p><b>K-2 P3.3</b> Construct an argument and justify a decision supported with evidence.</p> <p><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.</p> <p><b>K-2 P4.1</b> Act out of the rule of law and hold others to the same standard.</p> <p><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.</p> <p><b>K-2 P4.3</b> Explain different strategies students and others could take to address problems and predict possible results.</p> <p><b>K-2 P4.4</b> Use democratic procedures to make decisions on civic issues in the school or classroom.</p> <p><b>C2</b> Democratic Values and Constitutional Principles of American Government</p>



# Michigan Social Studies SCOPE & SEQUENCE

# K

Week	Title	Standards Covered
		<p><b>C2.0.3</b> Describe fair ways for groups to make decisions</p> <p><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.</p> <p><b>P3.1.1</b> Identify classroom issues.</p> <p><b>P3.1.2</b> Use simple graphs to explain information about a classroom issue.</p>
5	Our Government	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>C1</b> Purposes of Government Explain why people create governments.</p>
6	Government Services	<p><b>C1</b> Purposes of Government Explain why people create governments.</p>
7	Citizens	<p><b>C2</b> Democratic Values and Constitutional Principles of American Government</p> <p><b>C2.02</b> Explain why people do not have the right to do whatever they want.</p> <p><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.</p> <p><b>C5.0.1</b> Describe situations in which they demonstrated self-discipline and individual responsibility.</p>
8	Important Documents	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.</p> <p><b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.</p> <p><b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.</p> <p><b>K-2 P2.4</b> Know how to find relevant evidence from a variety of sources.</p>



# Michigan Social Studies SCOPE & SEQUENCE

# K

Week	Title	Standards Covered
		<p><b>K-2 P3.1</b> State an issue as a question of public policy and discuss possible solutions from different perspectives.</p> <p><b>K-2 P3.2</b> Apply Democratic Values or Constitutional Principles to support a position on an issue.</p> <p><b>K-2 P3.3</b> Construct an argument and justify a decision supported with evidence.</p> <p><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.</p> <p><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.</p> <p><b>K-2 P4.3</b> Explain different strategies students and others could take to address problems and predict possible results.</p> <p><b>C2</b> Democratic Values and Constitutional Principles of American Government</p> <p><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.</p> <p><b>P3.1.3</b> Compare their viewpoint about a classroom issue with the viewpoint of another person.</p> <p><b>P3.3</b> Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</p> <p><b>P3.3.1</b> Express a position on a classroom issue.</p> <p><b>P4.2</b> Civic Participation Act constructively to further the public good.</p> <p><b>P4.2.1</b> Develop and implement an action plan to address or inform others about a classroom issue.</p> <p><b>P4.2.2</b> Participate in projects to help or inform others.</p>
<b>Unit 3: Symbols and Celebrations</b>		
<b>Compelling question: How do symbols and celebrations help us understand and show love for our country?</b>		
9	Patriotism	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p>



# Michigan Social Studies SCOPE & SEQUENCE

# K

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



# Michigan Social Studies

## SCOPE & SEQUENCE

# K

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



# Michigan Social Studies SCOPE & SEQUENCE

# K

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



# Michigan Social Studies SCOPE & SEQUENCE

# K

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





# Michigan Social Studies SCOPE & SEQUENCE

# K

Week	Title	Standards Covered
		<p><b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.</p> <p><b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.</p> <p><b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.</p> <p><b>K-2 P2.4</b> Know how to find relevant evidence from a variety of sources.</p> <p><b>E1 Market Economy</b> Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p>
<b>Unit 6: History</b>		
<b>Compelling Question: How are our lives different from those who lived in the past? How are they the same?</b>		
25	Time	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.</p> <p><b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.</p> <p><b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.</p> <p><b>K-2 P2.4</b> Know how to find relevant evidence from a variety of sources.</p> <p><b>H2 Living and Working Together.</b> Use historical thinking to understand the past.</p>
26	Words About Time	<p><b>H2 Living and Working Together.</b> Use historical thinking to understand the past.</p> <p><b>H2.0.1</b> Distinguish among the past, present, and future.</p>
27	Changes Over Time	<p><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.</p> <p><b>H2 Living and Working Together.</b> Use historical thinking to understand the past.</p> <p><b>H2.0.2</b> Create a timeline using events from their own lives.</p>





# Michigan Social Studies SCOPE & SEQUENCE

# K

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



# Michigan Social Studies SCOPE & SEQUENCE

# K

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. <b>H2</b> Living and Working Together. Use historical thinking to understand the past.
<b>Unit 7: Inquiry</b>		
<b>Compelling question: How can I ask and answer questions to help me learn something new?</b> <b>Each week for this unit has its own compelling question</b>		
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?	<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 P2.3</b> Use supporting questions to help answer compelling social studies questions.
36	Create Your Own Inquiry  How can I learn about something new?	<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 P2.3</b> Use supporting questions to help answer compelling social studies questions.



# Michigan Social Studies SCOPE & SEQUENCE

1

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



# Michigan Social Studies SCOPE & SEQUENCE

# 1

Week	Title	Standards Covered
		<p><b>K-2 P3.2</b> Apply Democratic Values or Constitutional Principles to support a position on an issue.</p> <p><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.</p> <p><b>K-2 P4.3</b> Explain different strategies students and others could take to address problems and predict possible results.</p> <p><b>K-2 P4.4</b> Use democratic procedures to make decisions on civic issues in the school or classroom.</p> <p><b>C2</b> Democratic Values and Constitutional Principles of American Government</p> <p><b>C2.0.1</b> Explain fair ways to make decisions and resolve conflicts in the school community.</p> <p><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.</p> <p><b>P3.1.1</b> Identify public issues in the school community.</p> <p><b>P3.1.2</b> Use graphic data to analyze information about a public issue in the school community.</p>
5	Purpose and Structure of Government	<p><b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.</p> <p><b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.</p> <p><b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.</p> <p><b>C1</b> Purposes of Government Explain why people create governments.</p>
6	Government Services	<p><b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.</p> <p><b>K-2 P2.2</b> Differentiate between compelling questions and supporting questions.</p> <p><b>K-2 P2.3</b> Use supporting questions to help answer compelling social studies questions.</p> <p><b>C1</b> Purposes of Government Explain why people create governments.</p>
7	Citizens	<p><b>K-2 P2.1</b> Use compelling and supporting questions to investigate social studies problems.</p>



# Michigan Social Studies SCOPE & SEQUENCE

# 1

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



# Michigan Social Studies SCOPE & SEQUENCE

# 1

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



# Michigan Social Studies SCOPE & SEQUENCE

1

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



# Michigan Social Studies SCOPE & SEQUENCE

# 1

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





# Michigan Social Studies SCOPE & SEQUENCE

1

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



# Michigan Social Studies SCOPE & SEQUENCE

# 1

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



# Michigan Social Studies SCOPE & SEQUENCE

# 1

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



# Michigan Social Studies SCOPE & SEQUENCE

# 1

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.
<b>Unit 8: Inquiry</b>		
<b>Each week for this unit has its own compelling question</b>		
33	What is Inquiry?  What are the steps in the inquiry process?	<b>P2.1</b> Use compelling and supporting questions to investigate social studies problems.  <b>P2.2</b> Differentiate between compelling questions and supporting questions.
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.

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

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

Week	Title	Standards Covered
		<p><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.</p> <p><b>C5.0.1</b> Identify ways in which people participate in community decisions.</p> <p><b>C5.0.2</b> Distinguish between personal and civic responsibilities and explain why they are important in community life.</p>
<b>Unit 2: Patriotism</b>		
<b>Compelling question: How do we honor people and events in American history?</b>		
9	Patriotism	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>C2.0.2</b> Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism.</p>
10	Patriotic Symbols	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p>
11	Memorials and Monuments	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p>
12	National Holidays	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p>
13	Culture	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>G4.0.3</b> Use components of culture to describe diversity in the local community.</p>

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



Week	Title	Standards Covered
		<p><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.</p> <p><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.</p>
18	Place: Physical Characteristics	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>G1.0.1</b> Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place.</p>
19	Place: Human Characteristics	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>G1.0.1</b> Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of a place.</p> <p><b>G4 Human Systems</b> Understand how human activities help shape the earth's surface.</p> <p><b>G4.0.1</b> Describe land use in the community.</p>
20	Human-Environment Interaction	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>G5 Environment and Society</b> Understand the effects of human-environment interactions.</p> <p><b>G5.0.1</b> Suggest ways in which people can responsibly interact with the environment in the local community.</p> <p><b>G5.0.2</b> Describe positive and negative consequences of changing the physical environment of the local community.</p>
21	Movement	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p>

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

Week	Title	Standards Covered
25	Economic Activity	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>E1.0.2</b> Describe how businesses in the local community meet economic wants of consumers.</p> <p><b>E1.0.3</b> Describe the natural, human, and capital resources needed for production of a good or service in a community.</p>
26	Economic Principles	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>E1.0.1</b> Identify the opportunity cost involved in a consumer decision.</p> <p><b>E1.0.5</b> Utilize a decision-making process to analyze the benefits and costs of a personal decision.</p>
27	Producers and Consumers	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>E1 Market Economy</b> Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p><b>E1.0.2</b> Describe how businesses in the local community meet economic wants of consumers.</p>
28	Specialization and Interdependence	<p><b>K-2 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><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).</p>

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



# Michigan Social Studies SCOPE & SEQUENCE

# 2

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



# Michigan Social Studies SCOPE & SEQUENCE

# 2

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

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



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  How does the inquiry process help me take ownership of my learning?	<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.  <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>Unit 2: Civics and Government</b>		
<b>Compelling question: How does government represent the people?</b>		
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 Government	<b>C2</b> Democratic Values and Constitutional Principles of American Government  <b>C2.0.1</b> Describe how the Michigan state government reflects the principle of representative government.
8	Tribal, State, and Local Government	<b>C2</b> Democratic Values and Constitutional Principles of American 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
		<p><b>C3.0.1</b> Distinguish between the roles of tribal, state, and local governments.</p> <p><b>C3.0.3</b> Identify the three branches of state government in Michigan and the powers of each.</p> <p><b>C3.0.5</b> Describe the purpose of the Michigan Constitution.</p>
9	Conflict and Compromise	<p><b>C3</b> Structure and Functions of Government Describe the structure of government in the United States and how it functions.</p> <p><b>C3.0.4</b> Explain how state courts function to resolve conflict.</p>
10	Take a Stand on a Public Issue	<p><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.</p> <p><b>P3.1.1</b> Identify public issues in Michigan that influence the daily lives of its citizens.</p> <p><b>P3.1.2</b> Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.</p> <p><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.</p> <p><b>P3.3</b> Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</p> <p><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.</p> <p><b>P4.2</b> Civic Participation Act constructively to further the public good.</p> <p><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.</p> <p><b>P4.2.2</b> Participate in projects to help or inform others.</p>
11	Citizens	<p><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.</p> <p><b>C5.0.1</b> Identify and explain rights and responsibilities of citizenship.</p>
12	Civic Responsibilities	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p>

Week	Title	Standards Covered
		<p><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.</p> <p><b>C5.0.1</b> Identify and explain rights and responsibilities of citizenship.</p>
13	Important Documents	<p><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.</p> <p><b>C5.0.1</b> Identify and explain rights and responsibilities of citizenship.</p>
<b>Unit 3: Geography</b>		
<b>Compelling question: How has Michigan's location affected its development?</b>		
14	Map Skills	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><b>G1</b> The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p><b>G1.0.1</b> Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.</p> <p><b>G1.0.2</b> Use thematic maps to identify and describe the physical and human characteristics of Michigan.</p>
15	Location	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><b>G1</b> The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p><b>G1.0.1</b> Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.</p> <p><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.</p>
16	Place: Physical Characteristics	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><b>G1</b> The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p><b>G1.0.2</b> Use thematic maps to identify and describe the physical and human characteristics of Michigan.</p>

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

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	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><b>G4</b> Human Systems Understand how human activities help shape the Earth's surface.</p> <p><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.</p>
<b>Unit 4: Economics</b>		
<b>Compelling question: How do people's choices shape Michigan's economy?</b>		
22	Resources	<p><b>E1</b> Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p><b>E1.0.4</b> Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p>
23	Community Interdependence	<p><b>E1</b> Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p><b>E1.0.3</b> Analyze how Michigan's location and natural resources influenced its economic development.</p> <p><b>E1.0.4</b> Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p> <p><b>E2</b> National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.</p> <p><b>E2.0.1</b> Using a Michigan example, explain how specialization leads to increased interdependence.</p> <p><b>G4</b> Human Systems Understand how human activities help shape the Earth's surface.</p> <p><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.</p>

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

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.
<b>Unit 5: Historic Events and People</b>		
<b>Compelling question: Who has affected change in the history of Michigan?</b>		
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	<p><b>3-5 P1.4</b> Identify point of view and bias.</p> <p><b>H3</b> The History of Michigan (Through Statehood) Use historical thinking to understand the past.</p> <p><b>H3.0.4</b> 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.</p> <p><b>G4</b> Human Systems Understand how human activities help shape the Earth's surface.</p> <p><b>G4.0.4</b> Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life.</p>
29	Exploration of Michigan	<p><b>H3</b> The History of Michigan (Through Statehood) Use historical thinking to understand the past.</p> <p><b>H3.0.5</b> 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.</p> <p><b>H3.0.6</b> Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.</p>
30	Early Settlements of Michigan	<p><b>H3</b> The History of Michigan (Through Statehood) Use historical thinking to understand the past.</p> <p><b>H3.0.7</b> Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).</p> <p><b>G4.0.2</b> Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).</p>

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





# Michigan Social Studies SCOPE & SEQUENCE

# 4

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





# Michigan Social Studies SCOPE & SEQUENCE

# 4

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



# Michigan Social Studies SCOPE & SEQUENCE

# 4

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



# Michigan Social Studies SCOPE & SEQUENCE

# 4

Week	Title	Standards Covered
7	Tribal, State, and Local Governments	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>C3</b> Structure and Functions of Government Describe the structure of government in the United States and how it functions.</p> <p><b>C3.0.2</b> Give examples of powers exercised by the federal government, tribal governments and state governments.</p>
8	Important National Documents	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>C2</b> Democratic Values and Constitutional Principles of American Government</p> <p><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.</p>
9	The Bill of Rights	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>C2</b> Democratic Values and Constitutional Principles of American Government</p> <p><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.</p>
10	Michigan Government	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>C1</b> Purposes of Government Explain why people create governments.</p> <p><b>C1.0.1</b> Identify questions political scientists ask in examining the United States.</p>



# Michigan Social Studies

## SCOPE & SEQUENCE

4

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



# Michigan Social Studies SCOPE & SEQUENCE

# 4

Week	Title	Standards Covered
		<p><b>3-5 P2.4</b> Know how to find relevant evidence from a variety of sources.</p> <p><b>3-5 P2.5</b> Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</p> <p><b>3-5 P3.1</b> State an issue as a question of public policy and discuss possible solutions from different perspectives.</p> <p><b>3-5 P3.3</b> Construct an argument and justify a decision supported with evidence.</p> <p><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.</p> <p><b>P3.1.1</b> Identify public issues in Michigan that influence the daily lives of its citizens.</p> <p><b>P3.1.2</b> Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.</p> <p><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.</p> <p><b>P3.3</b> Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue</p> <p><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.</p> <p><b>P4.2</b> Civic Participation Act constructively to further the public good.</p> <p><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.</p> <p><b>P4.2.2</b> Participate in projects to help or inform others.</p>
<b>Unit 3: Geography</b>		
<b>Compelling question: Why do people live where they live?</b>		
13	Themes of Geography	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><b>3-5 P1.2</b> Differentiate between primary and secondary source documents.</p> <p><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.</p> <p><b>3-5 P1.4</b> Identify point of view and bias.</p>



# Michigan Social Studies SCOPE & SEQUENCE

# 4

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



# Michigan Social Studies

## SCOPE & SEQUENCE

4

Week	Title	Standards Covered
		<p><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.</p> <p><b>G1</b> The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p><b>G1.0.2</b> Identify and describe the characteristics and purposes of a variety of technological geographic tools.</p> <p><b>G1.0.4</b> Use maps to describe elevation, climate, and patterns of population density in the United States.</p> <p><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.</p>
16	Human-Environment Interaction	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>G5</b> Environment and Society Understand the effects of human-environment interactions.</p> <p><b>G5.0.1</b> Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.</p>
17	Threats to Michigan's Environment	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>H3</b> The History of Michigan (Beyond Statehood) Use historical thinking to understand the past.</p> <p><b>H3.0.7</b> 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.</p>
18	Movement	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p>





# Michigan Social Studies

## SCOPE & SEQUENCE

# 4

Week	Title	Standards Covered
		<p><b>G1</b> The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spa-tial perspective.</p> <p><b>G1.0.4</b> Use maps to describe elevation, climate, and patterns of population density in the United States.</p> <p><b>G4</b> Human Systems Understand how human activities help shape the Earth's surface.</p> <p><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.</p>
19	Immigration and Migration in Michigan	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>G4</b> Human Systems Understand how human activities help shape the Earth's surface.</p> <p><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.</p> <p><b>H3</b> The History of Michigan (Beyond Statehood) Use historical thinking to understand the past.</p> <p><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.</p>
20	Culture	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p> <p><b>G4</b> Human Systems Understand how human activities help shape the Earth's surface.</p> <p><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.</p>
21	Regions of the United States	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><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.</p>





# Michigan Social Studies SCOPE & SEQUENCE

# 4

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



# Michigan Social Studies

## SCOPE & SEQUENCE

4

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



# Michigan Social Studies

## SCOPE & SEQUENCE

4

Week	Title	Standards Covered
29	Michigan's Economy	<p><b>E1 Market Economy</b> Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p><b>E1.0.5</b> Explain how specialization and division of labor increase productivity.</p> <p><b>E3 International Economy</b> Use fundamental principles and concepts of economics to understand economic activity in the global economy.</p> <p><b>H3.0.1</b> Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.</p> <p><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.</p>
<b>Unit 5: History and Culture</b>		
<b>Compelling question: Why is it important to study the past?</b>		
30	Historical Inquiry	<p><b>3-5 P1.1</b> Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><b>3-5 P1.2</b> Differentiate between primary and secondary source documents.</p> <p><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.</p> <p><b>3-5 P1.4</b> Identify point of view and bias.</p>
31	The Abolitionist Movement and the Underground Railroad	<p><b>H3 The History of Michigan (Beyond Statehood)</b> Use historical thinking to understand the past.</p> <p><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.</p>
32	The Automobile Industry	<p><b>H3 The History of Michigan (Beyond Statehood)</b> Use historical thinking to understand the past.</p> <p><b>H3.0.1</b> Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.</p> <p><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.</p> <p><b>E1.0.5</b> Explain how specialization and division of labor increase productivity.</p>



# Michigan Social Studies SCOPE & SEQUENCE

5

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



# Michigan Social Studies SCOPE & SEQUENCE

# 5

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



# Michigan Social Studies

## SCOPE & SEQUENCE

5

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



# Michigan Social Studies

## SCOPE & SEQUENCE

5

Week	Title	Standards Covered
		<p><b>U1.2.1</b> Explain the technological and political developments that made sea exploration possible.</p> <p><b>U1.2.2</b> 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.</p> <p><b>U1.4</b> 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.</p> <p><b>U1.4.1</b> Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.</p> <p><b>U1.4.2</b> 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</p>
11	Consequences of Contact	<p><b>U1.2</b> European Exploration Identify the causes and consequences of European exploration and colonization.</p> <p><b>U1.2.2</b> 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.</p> <p><b>U1.4</b> 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.</p> <p><b>U1.4.1</b> Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.</p> <p><b>U1.4.2</b> 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.</p> <p><b>U1.4.3</b> Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.</p> <p><b>U1.4.4</b> Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.</p>



Week	Title	Standards Covered
<b>Unit 4: Colonization</b>		
<b>Compelling question: How did economic opportunities, religious freedom, and political power drive the creation of colonies in North America?</b>		
12	The Colonies and Their Founding	<p><b>U2.1</b> 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.</p> <p><b>U2.1.4</b> Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.</p> <p><b>U2.1.5</b> Explain the economic, political, cultural, and religious causes of migration to colonial North America.</p>
13	The Southern Colonies	<p><b>U2.1</b> 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.</p> <p><b>U2.1.1</b> Describe significant developments in the Southern colonies, including:</p> <ul style="list-style-type: none"> <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>
14	The New England Colonies	<p><b>U2.1</b> 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.</p> <p><b>U2.1.2</b> Describe significant developments in the New England colonies, including:</p> <ul style="list-style-type: none"> <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>





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Week	Title	Standards Covered
15	The Mid-Atlantic Colonies	<p><b>U2.1</b> 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.</p> <p><b>U2.1.3</b> Describe significant developments in the Middle colonies, including:</p> <ul style="list-style-type: none"> <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>
16	Colonial Life	<p><b>U2.2</b> European Slave Trade and Slavery in Colonial America Analyze the development of the slave system in the Americas and its impact.</p> <p><b>U2.2.1</b> Describe Triangular Trade, including:</p> <ul style="list-style-type: none"> <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> <p><b>U2.2.2</b> Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.</p> <p><b>U2.2.3</b> Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.</p> <p><b>U2.3</b> Life in Colonial America Distinguish among and explain the reasons for regional differences in colonial America.</p> <p><b>U2.3.1</b> Locate the New England, Middle, and Southern colonies on a map.</p> <p><b>U2.3.2</b> Describe the daily lives of people living in the New England, Middle, and Southern colonies.</p> <p><b>U2.3.3</b> Describe colonial life in America from the perspectives of at least three different groups of people.</p> <p><b>U2.3.4</b> Describe the development of the emerging labor force in the colonies.</p> <p><b>U2.3.5</b> Make generalizations about the reasons for regional differences in colonial America.</p>

Week	Title	Standards Covered
<b>Unit 5: French and Indian War</b>		
<b>Compelling question: How did conflict influence the colonies in North America?</b>		
17	Clash of the Empires	<p><b>U3.1</b> Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.</p> <p><b>U3.1.1</b> Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.</p>
18	Consequences of the French and Indian War	<p><b>U3.1</b> Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.</p> <p><b>U3.1.1</b> Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.</p>
<b>Unit 6: Road to Revolution</b>		
<b>Compelling question: How did the views of a representative government influence the start of the American Revolution?</b>		
19	The Acts of Parliament	<p><b>U3.1</b> Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.</p> <p><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.</p> <p><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).</p>
20	The Actions of the Colonies	<p><b>U3.1</b> Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.</p> <p><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.</p> <p><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).</p> <p><b>U3.1.4</b> Describe the role of the First and Second Continental Congresses in unifying the colonies.</p>
21	The Shot Heard Round the World	<p><b>U3.1</b> Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.</p>

Week	Title	Standards Covered
		<p><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.</p> <p><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).</p> <p><b>U3.1.4</b> Describe the role of the First and Second Continental Congresses in unifying the colonies.</p> <p><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.</p> <p><b>U3.2</b> The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.</p> <p><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.</p>
<b>Unit 7: American Revolution</b>		
<b>Compelling question: What were the risks and rewards for ordinary colonists in supporting the revolution? Why did some choose to remain loyal to Britain?</b>		
22	Independence and Revolution: The People	<p><b>U3.1</b> Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.</p> <p><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.</p> <p><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.</p> <p><b>U3.1.7</b> Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.</p> <p><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.</p> <p><b>U3.2</b> The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.</p> <p><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.</p>

Week	Title	Standards Covered
23	Independence and Revolution: The Military	<p><b>U3.2</b> The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.</p> <p><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.</p> <p><b>U3.2.2</b> Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.</p> <p><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.</p>
24	Outcomes of the American Revolution	<p><b>U3.1.4</b> Describe the role of the First and Second Continental Congresses in unifying the colonies.</p> <p><b>U3.2</b> The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.</p> <p><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.</p> <p><b>U3.2.2</b> Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.</p> <p><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.</p> <p><b>U3.2.4</b> Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).</p>
<b>Unit 8: A New Nation</b>		
<b>Compelling question: How did the Framers create a Constitution that is still viable today?</b>		
25	The Founders and Process	<p><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.</p> <p><b>U3.3.1</b> Describe the powers of the national government and state governments under the Articles of Confederation.</p> <p><b>U3.3.2</b> Give examples of problems the country faced under the Articles of Confederation.</p> <p><b>U3.3.3</b> Explain why the Constitutional Convention was convened and why the Constitution was written.</p>

Week	Title	Standards Covered
26	Constitution	<p><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.</p> <p><b>U3.3.4</b> Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.</p> <p><b>U3.3.5</b> Give reasons why the Framers wanted to limit the power of government.</p> <p><b>U3.3.6</b> Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.</p>
27	Bill of Rights	<p><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.</p> <p><b>U3.3.7</b> Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.</p> <p><b>U3.3.8</b> Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution</p>
28	The New Nation	<p><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.</p> <p><b>U3.3.4</b> Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.</p> <p><b>U3.3.6</b> Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.</p>
<b>Unit 9: Active Citizen Participation</b>		
<b>Each week for this unit has its own compelling question</b>		
29	<p>Contemporary Constitutional Issues</p> <p>Is the electoral college necessary?</p>	<p><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.</p> <p><b>P3.1.1</b> Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions.</p> <p><b>P3.1.2</b> Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions.</p>



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Week	Title	Standards Covered
		<p><b>P3.1.3</b> Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States.</p> <p><b>P3.3.1</b> 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.</p>
30	<p>Citizens</p> <p>What are the rights of U.S. citizens?</p>	<p><b>P3.3.1</b> 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.</p> <p><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.</p> <p><b>P4.2.2</b> Participate in projects to help or inform others.</p>
31	<p>Citizens and American Democracy</p> <p>How do citizens impact American democracy?</p>	<p><b>P3.3</b> Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</p> <p><b>P3.3.1</b> 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.</p> <p><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.</p> <p><b>P4.2.2</b> Participate in projects to help or inform others.</p>
32	<p>Active Civic Participation</p> <p>Should voting be mandatory?</p>	<p><b>P3.3.1</b> 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.</p> <p><b>P4.2</b> Civic Participation Act constructively to further the public good.</p> <p><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.</p> <p><b>P4.2.2</b> Participate in projects to help or inform others.</p>