

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	Community	<p>P3.1.1 Identify classroom issues.</p> <p>P3.1.2 Use simple graphs to explain information about a classroom issue.</p> <p>P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person.</p> <p>P3.3.1 Express a position on a classroom issue.</p>
2	What Are Rules?	C1.0.1 Identify and explain reasons for rules at home and in school. Examples may include but are not limited to: safety, fairness, organization.
3	What Are Laws?	
4	Learning and Working Together	<p>C1.0.1 Identify and explain reasons for rules at home and in school. Examples may include but are not limited to: safety, fairness, organization.</p> <p>P4.2.1 Develop and implement an action plan to address or inform others about a classroom issue.</p> <p>P4.2.2 Participate in projects to help or inform others.</p>
5	Our Government	C1 Purposes of Government. Explain why people create governments.
6	Government Services	C1 Purposes of Government. Explain why people create governments.

Week	Title	Standards Covered
7	Important Documents	<p>C2 Democratic Values and Constitutional Principles of American Government</p> <p>C2.0.2 Explain why people do not have the right to do whatever they want. Examples may include but are not limited to: promote fairness, ensure the common good, maintain safety.</p> <p>C2.0.3 Describe fair ways for groups to make decisions.</p>
8	Citizens	<p>C5 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>C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility. Examples may include but are not limited to: caring for a pet, completing chores, following school rules, working in a group, taking turns.</p> <p>P4.2 Civic Participation Act constructively to further the public good.</p> <p>P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</p>
9	Patriotism	C2.0.1 Identify the American flag as an important symbol of the United States.
10	National Symbols	C2.0.1 Identify the American flag as an important symbol of the United States.
11	National Holidays	
12	Sources	

Week	Title	Standards Covered
Unit 2: Geography		
13	Map Skills	K.G.1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.
14	Five Themes of Geography	
15	Location	G1.0.1 Recognize that maps and globes represent places. G1.0.2 Use directions or positional words to identify significant locations in the classroom. Examples may include but are not limited to: up/down, in/out, above/below, left/right.
16	Place: Physical Characteristics	G2 Places and Regions Understand how regions are created from common physical and human characteristics. G2.0.1 Identify and describe places in the immediate environment. Examples may include but are not limited to: classroom, home, playground.
17	Place: Human Characteristics	G2 Places and Regions Understand how regions are created from common physical and human characteristics. G2.0.1 Identify and describe places in the immediate environment. Examples may include but are not limited to: classroom, home, playground.
18	Human-Environment Interaction	G5 Environment and Society Understand the effects of human-environment interactions. G5.0.1 Describe ways in which the environment provides for basic human needs and wants. Examples may include but are not limited to: food, shelter, clothing.

Week	Title	Standards Covered
19	Movement	
20	Types of Regions	
21	Culture	
Unit 3: Economy		
22	Needs and Wants	E1.0.1 Describe economic wants they have experienced.
23	Goods and Services	E1.0.2 Distinguish between goods and services. E1.0.3 Recognize situations in which people trade.
24	Economic Choices	E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.
25	Economic Activities	E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.
26	Spending and Saving	E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.
Unit 4: History		
27	Time	K.H.2 Living and Working Together Use historical thinking to understand the past.
28	Changes Over Time	K.H.2 Living and Working Together Use historical thinking to understand the past. H2.0.1 Distinguish among the past, present, and future.

Week	Title	Standards Covered
29	Comparing Children Over Time	K.H.2 Living and Working Together Use historical thinking to understand the past. H2.0.2 Create a timeline using events from their own lives.
30	Inventions	K.H.2 Living and Working Together Use historical thinking to understand the past. H2.0.3 Describe ways people learn about the past.
31	Transportation Over Time	K.H.2 Living and Working Together Use historical thinking to understand the past. H2.0.3 Describe ways people learn about the past.
32	Communication Over Time	K.H.2 Living and Working Together Use historical thinking to understand the past. H2.0.3 Describe ways people learn about the past.

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	Community	C5.0.1 Describe some responsibilities people have at home and at school. Examples may include but are not limited to: taking care of oneself, respect for the rights of others, following rules, getting along with others.
2	Rules and Laws	C1.0.1 Explain the need for rules and purposes of rules. Examples may include but are not limited to: safety, organization, fairness. C1.0.2 Give examples of the use of power with authority and power without authority in school. Examples may include but are not limited to: principal, teacher, bus driver, line leader of safety patrol (power with authority), types of bullying, taking cuts in line (power without authority).
3	Principles of Democracy	C2 Democratic Values and Constitutional Principles of American Government C2.0.1 Explain fair ways to make decisions and resolve conflicts in the school community. Examples may include but are not limited to: majority rules, taking turns, voting, talking it out, referring to an authority.
4	Purpose and Structure of Government	C1 Purposes of Government Explain why people create governments.
5	Government Services	C1 Purposes of Government Explain why people create governments.
6	Important Documents	
7	Citizens	C5 Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. C5.0.2 Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. Examples may include but are not limited to: cleaning the playground, helping others, helping solve a problem, respecting the rights of others. P3.1 Identifying and Analyzing Public Issues. Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. P3.1.1 Identify public issues in the school community.

Week	Title	Standards Covered
		<p>P3.1.2 Use graphic data to analyze information about a public issue in the school community.</p> <p>P3.1.3 Identify alternative resolutions to a public issue in the school community.</p> <p>P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</p> <p>P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.</p> <p>P4.2 Civic Participation. Act constructively to further the public good.</p> <p>P4.2.1 Develop and implement an action plan to address or inform others about a school issue.</p> <p>P4.2.2 Participate in projects to help or inform others.</p>
8	Patriotism	C2.0.2 Identify important symbols of the United States of America and what they represent. Examples may include but are not limited to: the U.S. flag, Statue of Liberty, White House, Bald Eagle.
9	National Symbols	C2.0.2 Identify important symbols of the United States of America and what they represent. Examples may include but are not limited to: the U.S. flag, Statue of Liberty, White House, Bald Eagle.
10	National Holidays	H2.0.5 Identify the events or people celebrated during U.S. national holidays and why we celebrate them. Examples may include but are not limited to: Independence Day, Constitution Day, Martin Luther King Jr. Day, Presidents Day, Veterans Day.
11	Founders	
12	Sources	H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past. Examples may include but are not limited to: photos, diaries, oral histories, videos, artifacts.

Week	Title	Standards Covered
Unit 2: Geography		
13	Map Skills	<p>G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.</p>
14	Five Themes of Geography	
15	Location	<p>G1.0.2 Describe places using absolute location or relative location. Examples may include but are not limited to: home address (absolute location), positional words such as in front of, behind, between (relative location).</p> <p>G1.0.3 Distinguish between landmasses and bodies of water using maps and globes. Examples may include but are not limited to: islands and continents (landmass- es), rivers, lakes, oceans (bodies of water).</p>
16	Place: Physical Characteristics	<p>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</p> <p>G2.0.1 Distinguish between physical and human characteristics of places. Examples may include but are not limited to: trees, landmasses, bodies of water (physical/natural), buildings, playgrounds, sidewalks, roads (human).</p>
17	Place: Human Characteristics	<p>G2.0.1 Distinguish between physical and human characteristics of places.</p> <p>G2.0.2 Describe the unifying characteristics and boundaries of different school regions. Examples may include but are not limited to: playground, reading corner, library, restroom.</p>
18	Human Environment Interaction	<p>G5 Environment and Society Understand the effects of human-environment interactions.</p> <p>G5.0.1 Describe ways in which people are part of, modify, and adapt to their physical environments. Examples may include but are not limited to: being part of the environment (interacting with the environment by taking a walk, swimming in a lake, or fishing), modifying the environment (building homes, planting gardens, mowing lawns), and adapting to the environment (wearing different clothes in different</p>

Week	Title	Standards Covered
		<p>seasons).</p> <p>G5.0.2 Describe ways in which the physical environment in a place or region affects people’s lives. Examples may include but are not limited to: warm clothes in winter, light jackets in summer, swimming in summer, sledding in winter, the water around us allowing us to move goods and people.</p>
19	Movement	
20	Regions of the United States	<p>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</p> <p>G2.0.2 Describe the unifying characteristics and boundaries of different school regions. Examples may include but are not limited to: playground, reading corner, library, restroom.</p>
21	Culture	<p>G4 Human Systems Understand how human activities help shape the Earth’s surface.</p> <p>G4.0.1 Use components of culture to describe diversity in family life. Examples may include but are not limited to: foods, language, religion, traditions.</p> <p>H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.</p>
Unit 3: Economics		
22	Needs and Wants	<p>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</p>
23	Goods and Services	<p>E1.0.5 Describe ways in which people earn money. Examples may include but are not limited to: providing goods and services to others, jobs.</p>

Week	Title	Standards Covered
		<p>E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</p> <p>E1.0.4 Describe reasons why people voluntarily trade.</p> <p>E1.0.6 Describe how money simplifies trade.</p> <p>E1.0.2 Describe ways in which families consume goods and services.</p>
24	Economic Choices	<p>E1.0.1 Distinguish between producers and consumers of goods and services.</p> <p>E1.0.2 Describe ways in which families consume goods and services.</p>
25	Economic Activities	<p>E1.0.1 Distinguish between producers and consumers of goods and services.</p> <p>E1.0.2 Describe ways in which families consume goods and services.</p>
26	Spending and Saving	E1.0.2 Describe ways in which families consume goods and services.
Unit 4: History		
27	Time	H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. Examples may include but are not limited to: using a calendar to distinguish among days, weeks, and months.

Week	Title	Standards Covered
28	Changes Over Time	<p>H2 Living and Working Together in Families and Schools Use historical thinking to understand the past.</p> <p>H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. Examples may include but are not limited to: using a calendar to distinguish among days, weeks, and months.</p>
29	Comparing Children Over Time	H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.
30	Inventions	H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.
31	Transportation Over time	H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.
32	Communication Over Time	H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	Community	H2.0.4 Describe changes in the local community over time. Examples may include but are not limited to: types of businesses, architecture and landscape, jobs, transportation, population.
2	Rules and Laws	C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
3	Principles of Democracy	C2 Democratic Values and Constitutional Principles of American Government C2.0.2 Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism. Examples may include but are not limited to: promoting unity and patriotism. P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community. Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).
4	Important Documents	C2 Democratic Values and Constitutional Principles of American Government C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
5	Our Government	C1 Purposes of Government Explain why people create governments. C1.0.1 Explain why people form governments. C3 Structure and Functions of Government Describe the structure of government in the United States and how it functions. C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
6	Taxes and Government Services	C1.0.2 Distinguish between government action and private action. Examples may include but are not limited to: city snowplows clearing roads (government action), clearing the snow on your sidewalk or driveway (private action). C3.0.2 Use examples to describe how local government affects the lives of people in a community. Examples may include but are not limited to: setting speed limits to promote safety, putting up traffic lights, clearing roads, monitoring water quality, removing unsafe buildings.

Week	Title	Standards Covered
		C3.0.3 Identify services commonly provided by local governments. Examples may include but are not limited to: police, fire departments, schools, libraries, parks.
7	Citizens	<p>C5 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>C5.0.1 Identify ways in which people participate in community decisions.</p> <p>C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life. Examples may include but are not limited to: taking care of your dog, recycling, caring for family members (personal responsibility), getting a dog license, putting recycling in the appropriate place, serving on a jury (civic responsibility).</p>
8	Patriotism	C2.0.2 Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism. Examples may include but are not limited to: promoting unity and patriotism.
9	Patriotic Symbols	C2.0.2 Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism. Examples may include but are not limited to: promoting unity and patriotism.
10	Memorials and Monuments	
11	National Holidays	
12	Founders	
13	Culture	G4.0.3 Use components of culture to describe diversity in the local community. Examples may include but are not limited to: foods, language, religion, traditions.
14	Sources	<p>H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.</p> <p>H2.0.2 Examine different perspectives of the same event in a community and explain how and why they are different.</p> <p>H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources. Examples may include but are not limited to: data gathered from local residents, artifacts, photographs.</p>

Unit 2: Geography

Week	Title	Standards Covered
15	Map Skills	<p>G1 The World in Spatial Terms. Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place.</p> <p>G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state. Examples may include but are not limited to: next to, near, between, cardinal directions, comparison.</p>
16	Five Themes of Geography	
17	Location	<p>G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.</p>
18	Place: Physical Characteristics	<p>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</p> <p>G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</p> <p>G2.0.2 Describe how the local community is part of a larger region. Examples may include but are not limited to: county, metropolitan area, tribal, reservation, state.</p>
19	Place: Human Characteristics	<p>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</p> <p>G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</p> <p>G2.0.2 Describe how the local community is part of a larger region. Examples may include but are not limited to: county, metropolitan area, tribal, reservation, state.</p> <p>G4 Human Systems Understand how human activities help shape the earth's surface.</p> <p>G4.0.1 Describe land use in the community. Examples may include but are not limited to: where people live, where services are provided, where products are made, where people play, where people interact with the land.</p>

Week	Title	Standards Covered
20	Human-Environment Interaction	<p>G5 Environment and Society Understand the effects of human-environment interactions.</p> <p>G5.0.1 Suggest ways in which people can responsibly interact with the environment in the local community.</p> <p>G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.</p> <p>G4.0.1 Describe land use in the community. Examples may include but are not limited to: where people live, where services are provided, where products are made, where people play, where people interact with the land.</p>
21	Movement	<p>G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>G4.0.1 Describe land use in the community. Examples may include but are not limited to: where people live, where services are provided, where products are made, where people play, where people interact with the land.</p>
22	Regions of the World	<p>G2 Places and Regions Understand how regions are created from common physical and human characteristics</p>
23	Michigan Geography and Culture	<p>G5 Environment and Society Understand the effects of human-environment interactions.</p> <p>G5.0.1 Suggest ways in which people can responsibly interact with the environment in the local community.</p> <p>G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.</p> <p>G4.0.1 Describe land use in the community. Examples may include but are not limited to: where people live, where services are provided, where products are made, where people play, where people interact with the land.</p> <p>G4.0.3 Use components of culture to describe diversity in the local community. Examples may include but are not limited to: foods, language, religion, traditions.</p>
Unit 3: Economics		
24	Economic Resources	<p>E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community.</p>

Week	Title	Standards Covered
25	Goods and Services	E1.0.2 Describe how businesses in the local community meet economic wants of consumers.
26	Economic Principles	E1 Market Economy. Use fundamental principles and concepts of economics to understand economic activity in a market economy. E1.0.1 Identify the opportunity cost involved in a consumer decision.
27	Economic Activity	E1 Market Economy. Use fundamental principles and concepts of economics to understand economic activity in a market economy. E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).
28	Economic Choices	E1.0.5 Utilize a decision-making process to analyze the benefits and costs of a personal decision.
Unit 4: History		
29	Sequence and Chronology	H2 Living and Working Together in Communities. Use historical thinking to understand the past.
30	Innovations Over Time	H2 Living and Working Together in Communities. Use historical thinking to understand the past. H2.0.3 Explain how individuals and groups have made significant historical changes. H2.0.5 Describe how community members responded to a problem in the past. Examples may include but are not limited to: natural disasters, factories closing, poverty, homelessness, closing of military bases, environmental issues.
31	Historic Figures: Inquiry	H2 Living and Working Together in Communities. Use historical thinking to understand the past. H2.0.3 Explain how individuals and groups have made significant historical changes.
32	Solving Community Problems	C5.0.3 Design and participate in community improvement projects that help or inform others.

Week	Title	Standards Covered
		<p>MI.2 Civic Participation Act constructively to further the public good.</p> <p>MI.2.1 Develop and implement an action plan to address or inform others about a community issue.</p> <p>MI.2.2 Participate in projects to help or inform others.</p> <p>P3.1 Identifying and Analyzing Public Issues. Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.1.1 Identify public issues in the local community that influence people’s daily lives.</p>

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	Government	<p>C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government.</p> <p>C2.0.1 Describe how the Michigan state government reflects the principle of representative government.</p> <p>E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.</p>
2	Structure of Government	<p>C3.0.1 Distinguish between the roles of tribal, state, and local governments.</p> <p>C3.0.2 Identify goods and services provided by the state government and describe how they are funded.</p> <p>C3.0.3 Identify the three branches of state government in Michigan and the powers of each.</p>
3	Conflict and Compromise	<p>C3.0.4 Explain how state courts function to resolve conflict.</p> <p>P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in Michigan.</p>
4	Citizens	<p>C5.0.1 Identify and explain rights and responsibilities of citizenship.</p> <p>P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.</p>
5	Patriotism and National Symbols	
6	Important Documents	C3.0.5 Describe the purpose of the Michigan Constitution.
7	Take a Stand on a Public Issue	<p>P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.</p> <p>P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.</p> <p>P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>P4.2.2 Participate in projects to help or inform others.</p>

Week	Title	Standards Covered
Unit 2: Geography		
8	Map Skills	<p>G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.</p> <p>G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.</p> <p>G1.0.3 Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America.</p>
9	The Five Themes	
10	Location	<p>G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.</p> <p>G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.</p> <p>G1.0.3 Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America.</p>
11	Place: Physical Characteristics	<p>G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.</p> <p>G5.0.2 Locate natural resources in Michigan and explain the consequences of their use.</p> <p>E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development.</p>
12	Place: Human Characteristics	
13	Human-Environment Interaction	G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.
14	Movement	<p>G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).</p> <p>G4.0.3 Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.</p>
15	Regions of Michigan	<p>G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.</p> <p>G2.0.2 Describe different regions to which Michigan belongs.</p>

Week	Title	Standards Covered
Unit 3: Economics		
16	Wants and Needs	
17	Resources	
18	Producers and Consumers	
19	Economic Principles	E1.0.2 Identify incentives that influence economic decisions people make in Michigan.
20	Personal Finances	
21	Michigan's Economy	<p>G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.</p> <p>E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development.</p> <p>E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p> <p>E1.0.5 Explain the role of entrepreneurship and business development in Michigan's economic future.</p> <p>E2.0.1 Using a Michigan example, explain how specialization leads to increased interdependence.</p> <p>E3.0.1 Identify products produced in other countries and consumed by people in Michigan.</p>
Unit 4: Inquiry		
22	Timelines	
23	Developing Inquires	
24	Sources	<p>H3.0.1 Identify questions historians ask in examining the past in Michigan.</p> <p>H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.</p>
25	Examining Evidence and Communicating Conclusions	
26	Taking Action	

Week	Title	Standards Covered
27	Engage in Your Own Inquiry	<p>H3.0.1 Identify questions historians ask in examining the past in Michigan.</p> <p>H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.</p>
Unit 5: Historic Events and People		
28	Indigenous People of Michigan	<p>H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.</p> <p>H3.0.5 Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.</p> <p>G4.0.4 Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life.</p>
29	Exploration of Michigan	H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.
30	Early Settlements of Michigan	<p>H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).</p> <p>H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).</p> <p>G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).</p>
31	Michigan Statehood	<p>H3.0.1 Identify questions historians ask in examining the past in Michigan.</p> <p>H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).</p> <p>H3.0.9 Describe how Michigan attained statehood.</p> <p>H3.0.10 Create a timeline to sequence and describe major eras and events in early Michigan history.</p>

Week	Title	Standards Covered
32	Important Events to Michigan	H3.0.1 Identify questions historians ask in examining the past in Michigan. H3.0.3 Describe the causal relationships between three events in Michigan's past. H3.0.10 Create a timeline to sequence and describe major eras and events in early Michigan history.

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	
2	Sources	
3	Analyzing and Evaluating Evidence	
4	Communicating Conclusions	
5	Engaging in Your Own Inquiry	P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.
Unit 2: Civics and Government		
6	Government	<p>C1.0.2 Describe the purposes of government as identified in the Preamble of the Constitution.</p> <p>C3.0.2 Give examples of powers exercised by the federal government, tribal governments and state governments.</p> <p>C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).</p> <p>C3.0.4 Describe how the powers of the federal government are separated among the branches.</p> <p>C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government.</p> <p>C3.0.6 Describe how the President, members of the Congress, Supreme Court Justices are elected or appointed.</p> <p>C3.0.7 Explain how the federal government uses taxes and spending to serve the purposes of government.</p>
7	Tribal, State, and Local Governments	C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
8	Important Documents	<p>C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.</p> <p>C3.0.1 Give examples of ways the Constitution limits the powers of the federal government.</p>

Week	Title	Standards Covered
9	Bill of Rights	<p>C2.0.2 Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations.</p> <p>C3.0.1 Give examples of ways the Constitution limits the powers of the federal government.</p>
10	Michigan Government	C1.0.1 Identify questions political scientists ask in examining the United States.
11	Citizens	<p>C5.0.1 Explain the responsibilities of members of American society.</p> <p>C5.0.2 Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.</p> <p>C5.0.3 Describe ways in which people can work together to promote the values and principles of American democracy.</p> <p>P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the United States.</p>
12	Citizens and American Democracy	C5.0.3 Describe ways in which people can work together to promote the values and principles of American democracy.
13	Active Civic Participation	<p>P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.</p> <p>P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.</p> <p>P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.</p> <p>P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>P4.2.2 Participate in projects to help or inform others.</p>
Unit 3: Geography		
14	Five Themes of Geography	G1.0.1 Identify questions geographers ask in examining the United States.

Week	Title	Standards Covered
15	Map Skills	<p>G1.0.1 Identify questions geographers ask in examining the United States.</p> <p>G1.0.2 Identify and describe the characteristics and purposes of a variety of technological geographic tools.</p> <p>G1.0.5 Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.</p>
16	Place	<p>G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States.</p> <p>G2.0.2 Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.</p>
17	Human-Environment Interaction	<p>G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States.</p> <p>G5.0.1 Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.</p>
18	Threats to Michigan's Environment	<p>H3.0.7 Describe past and current threats to Michigan's natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources.</p>
19	Movement	<p>G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States.</p> <p>G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.</p>
20	Immigration and Migration to Michigan	<p>H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.</p> <p>G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.</p>
21	Culture	<p>G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.</p>
22	Regions of the United States	<p>G2.0.1 Describe ways in which the United States can be divided into different regions.</p>

Week	Title	Standards Covered
23	Regions of Michigan	<p>G1.0.3 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</p> <p>G2.0.2 Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.</p>
Unit 4: Economics		
24	Needs and Wants	
25	Resources	<p>H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.</p> <p>E1.0.1 Identify a good or service produced in the United States and apply the three economic questions all economies must address.</p> <p>E3.0.1 Identify advantages and disadvantages of global competition.</p>
26	Economic Principles	<p>E1.0.2 Describe characteristics of a market economy.</p> <p>E1.0.4 Explain how price affects decisions about purchasing goods and services.</p> <p>E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.</p> <p>E1.0.7 Describe the role of money in the exchange of goods and services.</p>
27	Personal Finance	E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.
28	Economic Systems	<p>E1.0.8 List goods and services governments provide in a market economy and explain how these goods and services are funded.</p> <p>E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment.</p>
29	Michigan's Economy	<p>H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.</p> <p>E1.0.5 Explain how specialization and division of labor increase productivity.</p>

Week	Title	Standards Covered
30	The Automobile Industry	<p>H3.0.6 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>E1.0.5 Explain how specialization and division of labor increase productivity.</p>
Unit 5: History and Culture		
31	Historical Inquiry	
32	The Underground Railroad	<p>H3.0.3 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>

Week	Title	Standards Covered
Unit 1: Review		
1	Review of Government	
2	Review of Geography	
3	Review of Economics	
Unit 2: Inquiry		
4	Developing Inquires	
5	Sources	
6	Analyzing and Evaluating Evidence	
7	Communicating Conclusions	
8	Engaging in Your Own Inquiry	
Unit 3: Pre Columbian		
9	Life in Africa	<p>U1.3.1 Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).</p> <p>U1.3.2 Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.</p>
10	The Vibrant Societies of Pre-Columbian North America	<p>U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.</p> <p>U1.1.2 Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.</p> <p>U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.</p>
11	Life in Pre-Columbian North America	<p>U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.</p> <p>U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.</p>

Week	Title	Standards Covered
		U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.
Unit 4: Exploration		
12	The Age of Encounters	U1.2.1 Explain the technological and political developments that made sea exploration possible.
13	Consequences of Contact	U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas. U1.4.4 Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.
Unit 5: Colonization		
14	The Colonies and Their Founding	U2.1.1 Describe significant developments in the Southern colonies, including: <ul style="list-style-type: none"> • patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement. • the establishment of Jamestown. • the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia). • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples. • the development of colonial representative assemblies (House of Burgesses). • the development of slavery. U2.1.2 Describe significant developments in the New England colonies, including: <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (land-forms and climate) on settlement. • 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. • the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government. • religious tensions in Massachusetts that led to the establishment of other colonies in New England. U2.1.3 Describe significant developments in the Middle colonies, including: <ul style="list-style-type: none"> • patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement. • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples. • 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. • immigration patterns leading to ethnic diversity in the Middle colonies. U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.

Week	Title	Standards Covered
		<p>U2.1.5 Explain the economic, political, cultural, and religious causes of migration to colonial North America.</p> <p>U2.3.1 Locate the New England, Middle, and Southern colonies on a map.</p> <p>U2.3.2 Describe the daily lives of people living in the New England, Middle, and Southern colonies.</p> <p>U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people.</p> <p>U2.3.4 Describe the development of the emerging labor force in the colonies.</p> <p>U2.3.5 Make generalizations about the reasons for regional differences in colonial America.</p>
15	Jamestown	<p>U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.</p> <p>U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p>
16	Plymouth	<p>U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.</p> <p>U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p>
17	Colonial Life	<p>U2.2.1 Describe Triangular Trade, including:</p> <ul style="list-style-type: none"> • the trade routes. • the people and goods that were traded. • the Middle Passage. • the impact on life in Africa. <p>U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.</p> <p>U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.</p> <p>U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.</p>

Week	Title	Standards Covered
Unit 6: French and Indian War		
18	French & Indian War Beginnings	U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.
19	French & Indian Consequences	U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.
Unit 7: Road to Revolution		
20	The Acts of Parliament	U3.1.2 Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.
21	The Actions of the Colonies	U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken. U3.2.1 Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.
22	The Shot Heard Round the World	U3.2.2 Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.
Unit 8: Revolution		
23	Independence and Revolution: The People	U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government). U3.2.3 Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.
24	Independence and Revolution: The Military	U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies. U3.1.5 Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so. U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine. U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).

Week	Title	Standards Covered
Unit 9: The New Nation		
25	The Founders and Process	<p>U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p> <p>U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.</p> <p>U3.3.2 Give examples of problems the country faced under the Articles of Confederation.</p> <p>U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.</p>
26	Constitution	<p>U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.</p> <p>U3.3.5 Give reasons why the Framers wanted to limit the power of government.</p> <p>U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.</p>
27	Bill of Rights	<p>U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.</p> <p>U3.3.8 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	
Unit 10: Sources and Inquiry		
29	Contemporary Constitutional issues	<p>P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions.</p> <p>P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States.</p>
30	Becoming a Citizen	
31	Citizens and American Democracy	

Week	Title	Standards Covered
32	Active Civic Participation	<p>P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.</p> <p>P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>P4.2.2 Participate in projects to help or inform others.</p>