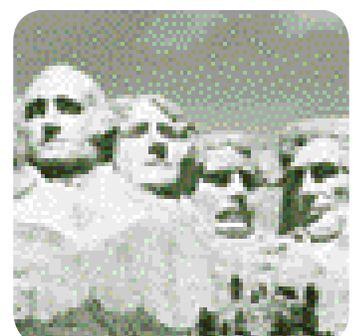
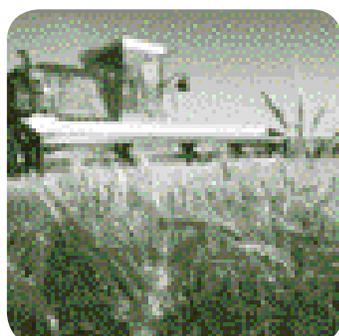
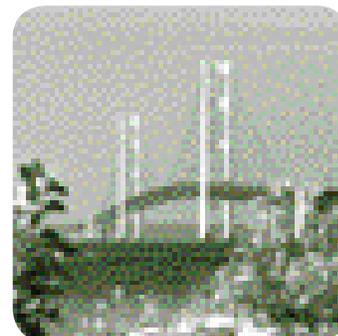


# GRADE LEVEL CONTENT EXPECTATIONS

# SOCIAL STUDIES



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## 1st Grade

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## Welcome to Michigan’s Grade Level Content Expectations for Social Studies

The purpose of social studies instruction is to develop social understanding and civic efficacy. The **Grade Level Content Expectations (GLCE)** balance disciplinary content and processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. These ideas can be best supported by assessment and instruction that focuses on the Standards for Assessment and the Standards for Teaching and Learning found in the Michigan Curriculum Framework.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year, students should receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. For this type of thinking to occur, teachers should utilize the following disciplinary processes with their students:

- acquiring, organizing, and presenting social studies information
- conducting investigations on social studies questions
- analyzing public issues in our various communities
- engaging in constructive conversation around social studies topics
- composing cohesive essays expressing a position on public issues
- participating constructively as community members

Respect for the underlying values of a democratic society is developed through effective social studies education. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences.

These content expectations provide the necessary framework for deliberate professional development. Working collaboratively, teachers, administrators, university personnel, government officials, parents, community organizations, and businesses will prepare Michigan students to become productive 21st century citizens.

## The K-8 Social Studies GLCE were developed to meet the following criteria:

### Rigor

- challenging enough to equip students to succeed at the next grade level
- represent the essential core content of a discipline – its key concepts and how they relate to each other

### Clarity

- more than just plain and jargon-free prose
- widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling
- provide guidance for university faculties who will prepare teachers to convey the expectations, and who later receive those teachers’ students

### Specificity

- enough detail to guide districts in developing curricula and teachers in planning instruction
- address available time for instruction

### Focus

- prioritize facts, concepts, and skills that should be emphasized at each grade level

### Progression

- move from simple to complex, from concrete to abstract
- delineate a progression of knowledge and skills, rather than repetition from grade to grade

### Coherence

- reflect a coherent structure of the discipline and/or reveal significant relationships among the strands, and how the study of one complements the study of another
- represent a “back-mapping” from the high school expectations to a progression of benchmarks that middle and elementary school students would need to reach in order to be “on track” for success in college and work

## The Challenges of Developing Content Expectations in Social Studies

At the national level and in just about every state, establishing standards and benchmarks in the social studies has been a challenging endeavor, filled with political and pedagogical controversy. Three enduring educational issues have challenged the creation of standards/content expectations to guide instruction and assessment in Michigan: (1) The challenge of integrating separate disciplines, (2) The challenge of representing both thinking and substance, and (3) The challenge of determining an effective K-12 scope and sequence.

First, while everyone recognizes that social studies is an amalgam of four or more disciplines including history, civics, economics and geography, there is no consensus concerning the appropriate mix of these or the appropriate place of each in the curriculum. Critical questions about the relationship among the content areas or even the relative amount of each area in the standards and eventually in the curriculum have not been resolved. Therefore, one critical challenge is to find ways to make connections within and across content areas.

Second, social studies educators face a problem in trying to reflect both disciplinary “thinking” and “substance” in standards documents. This is particularly true in history and civics where people want students to develop more sophisticated ways to think about contemporary issues and to draw upon specific knowledge of the past and the present in their thinking. So, standards and content expectations must include both thinking and knowledge expectations in such a combination that can effectively guide teachers, curriculum designers, and, of course, assessors.

When standards documents stress “thinking” at the expense of “substance,” teachers and educational critics often argue these appear vague and offer little guidance for deciding what content should be taught and tested. Teachers often complain that the mandated tests assess content not specified in standards or benchmarks.

On the other hand, standards that specify more substantive detail face their own critics who argue that such detail is too prescriptive and gives too much content to be effectively assessed in large-scale, multiple-choice dominated exams. A second challenge, therefore, is to provide more substance to meet the criticism that Michigan’s standards were too vague without losing sight of the central purposes for offering social studies to our students.

Finally, there is the challenge of creating a sensible and educationally sound K-12 scope and sequence. For many years, states required the full run of U.S. history in grades 5, 8 and 11. Critics argued this privileged breadth over depth, and urged dividing historical content into three sections for students to study in more depth in 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades. Still others argued that this arrangement was asking very young students (e.g., 5<sup>th</sup> graders) to study, remember, and be able to use very sophisticated concepts and events five or six years later when they were studying U.S. history in high school. Most advanced courses rely upon earlier grades to develop foundational skills and knowledge, but do not expect earlier grades to help students achieve the sophisticated study possible in high school. Thus they begin their studies of U.S. history at the “beginning.” In short, social studies educators have developed three different and compelling patterns for structuring the scope and sequence in social studies.

The standards and expectations that follow represent the best efforts of the various writing and review committees to provide the integration, coherence, and the scope and sequence that will guide instruction and assessment in Michigan.

## DESIGNING AN ALIGNED CURRICULUM

This document is intended to support dialogue at the school and district level that results in rigorous and relevant curriculum that will prepare students for college and the workplace.

As stakeholders (e.g., teachers, administrators, school board members, parents, community members, students, local legislative representatives) work with these standards, they should consider the following questions:

- How are these content standards and expectations reflected in our curriculum and instruction already?
- Where may the curriculum and instruction be strengthened to more fully realize the intent of these standards and expectations?
- What opportunities do these standards and expectations present to develop new and strengthen existing curriculum, leading to instructional excellence?
- How might the standards and expectations be implemented as we take into account what we know about our students, school, and community?
- How might the effectiveness with which our students and schools are meeting the standards and content expectations be assessed?
- How might school-based assessments (e.g., student portfolios, school-based writing assessments, teacher or classroom research, district-level assessments) be used to make data-driven decisions about teaching and learning?

Through dialogue about questions such as these, and building upon the multitude of existing strengths in our current high schools, voices of all stakeholders will participate in the important and continuing process of shaping instructional excellence in Michigan schools and preparing students for college and the workplace.

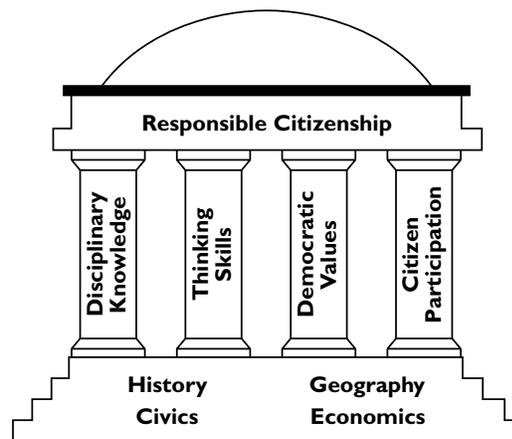
In 2002, the Michigan State Board of Education adopted the Policy on Learning Expectations. These Expectations and the High School Content Expectations are intended to work together to prepare Michigan's students to face new challenges in an ever-changing world, and provide them with the knowledge and skills needed for future success and to be productive citizens. Students will be prepared to:

- Gather Information
- Understand Information
- Analyze Issues
- Draw and Justify Conclusions
- Organize and Communicate Information
- Think and Communicate Critically
- Learn and Consider Issues Collaboratively
- Learn Independently
- Create Knowledge
- Act Ethically

## THE GOALS OF SOCIAL STUDIES

Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.

### Michigan Social Studies Curriculum Framework



## ACTIVE RESPONSIBLE CITIZENS

Our constitutional democracy requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the civic life of their communities, our state, and our nation. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

### *The Responsible Citizen*

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Uses methods of social science investigation to answer questions about society (Inquiry)
- Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

## USING SOCIAL STUDIES TO DEVELOP DIGITAL-AGE PROFICIENCIES

The use of technology is critical for responsible citizenship. Citizens must know how to read and comprehend narratives from a variety of sources, understand and use data effectively, as well as know how to compile and present valid and reliable data. The development of vocabulary, critical to understanding and communication, is an important component of the social studies curriculum. Finally writing, especially expository, informational and persuasive writing, is an empowering skill needed by all citizens. The ability to clearly communicate one's ideas and reasoned viewpoints is the hallmark of a responsible citizen.

*“The current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy—21st Century Literacy—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.” —21st Century Workforce Commission National Alliance of Business*

In order to thrive in a digital economy, students will need digital-age proficiencies. These proficiencies include:

- Basic, scientific, technological, financial, economic, and civic literacy
- Visual and information literacy
- Cultural literacy and global awareness
- Adaptability, ability to manage complexity, and self-direction
- Curiosity, creativity, and risk-taking
- Higher order thinking and sound reasoning
- Teaming and collaboration
- Personal and social responsibility
- Interactive communication
- Prioritizing, planning, and managing for results
- Effective use of real-world tools
- High quality results with real-world application

## Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-8 and the High School Content Expectations for Social Studies are organized by discipline and standard using national standards structures as indicated in the chart below.

K-12 Organizational Chart				
History		Geography	Civics/Government	Economics
National Standards for Historical Thinking		National Geography Standards	National Civics Standards	National Economics Standards (NAEP Categories)
<b>HI</b> The World in Temporal Terms: Historical Habits of Mind 1.1 Temporal Thinking 1.2 Historical Analysis and Interpretation 1.3 Historical Inquiry 1.4 Historical Understanding 1.5 Historical Issues-Analysis and Decision Making		<b>G1</b> The World in Spatial Terms: Geographical Habits of Mind 1.1 Spatial Thinking 1.2 Geographical Inquiry and Analysis 1.3 Geographical Understanding	<b>C1</b> Conceptual Foundations of Civic and Political Life 1.1 Nature of Civic Life 1.2 Forms of Government  <b>C2</b> Values and Principles of American Democracy 2.1 Origins 2.2 Foundational Values and Principles	<b>E1</b> The Market Economy 1.1 Individual, Business, and Government Choices 1.2 Competitive Markets 1.3 Prices, Supply, and Demand 1.4 Role of Government
<b>Themes Representing National Standards (K-4)</b>				
<b>H2</b> Living and Working Together in Families and Communities, Now and Long Ago  <b>H3</b> The History of Michigan and the Great Lakes Region  <b>H4</b> The History of the United States  <b>H5</b> The History of Peoples from Many Cultures Around the World		<b>G2</b> Places and Regions 2.1 Physical Characteristics of Place 2.2 Human Characteristics of Place	<b>C3</b> Structure and Functions of Government 3.1 Structure and Functions 3.2 Powers and Limits 3.3 State and Local Governments 3.4 System of Law and Laws 3.5 The Policy Process 3.6 Characteristics of Nation States	<b>E2</b> The National Economy 2.1 Understanding National Markets 2.2 Role of Government in the United States Economy
<b>Eras Representing National Standards (5-12)</b>		<b>G3</b> Physical Systems 3.1 Physical Processes 3.2 Ecosystems	3.1 Structure and Functions 3.2 Powers and Limits 3.3 State and Local Governments 3.4 System of Law and Laws 3.5 The Policy Process 3.6 Characteristics of Nation States	<b>E3</b> International Economy 3.1 Economic Systems 3.2 Economic Interdependence – Trade
<b>Global Analysis of World History Eras 1-8 from three perspectives</b> <ul style="list-style-type: none"> <li>• Cross-temporal/Global</li> <li>• Interregional /Comparative</li> <li>• Regional</li> </ul>	<b>Thematic Analysis of U.S. History Eras 1-9</b>	<b>G4</b> Human Systems 4.1 Cultural Mosaic 4.2 Patterns of Human Settlement 4.3 Forces of Cooperation and Conflict 4.4 Economic Interdependence	<b>C4</b> Relationship of the United States to Other Nations and World Affairs 4.1 U.S. Foreign Policy 4.2 International Institutions and Affairs 4.3 Conflict and Cooperation Between and Among Nations	<b>E4</b> Personal Finance 4.1 Decision Making
<b>W1</b> Beginnings of Human Society  <b>W2</b> Early Civilizations and Cultures and the Emergence of Pastoral Peoples  <b>W3</b> Classical Traditions, World Religions, and Major Empires  <b>W4</b> Expanding and Intensified Hemispheric Interactions  <b>W5</b> Emergence of the First Global Age  <b>W6</b> An Age of Global Revolutions  <b>W7</b> Global Crisis and Achievement  <b>W8</b> The Cold War and Its Aftermath (P3, P4)	<b>U1</b> Beginnings to 1620 <b>U2</b> Colonization and Settlement <b>U3</b> Revolution and the New Nation <b>U4</b> Expansion and Reform <b>U5</b> Civil War and Reconstruction <b>U6</b> The Development of an Industrial, Urban, and Global United States <b>U7</b> The Great Depression and World War II <b>U8</b> Post-World War II United States <b>U9</b> America in a New Global Age (P3, P4)	<b>G5</b> Environment and Society 5.1 Humans and the Environment 5.2 Physical and Human Systems	<b>C5</b> Citizenship in the United States 5.1 The Meaning of Citizenship 5.2 Becoming a Citizen 5.3 Rights 5.4 Responsibilities 5.5 Dispositions	
<b>G6</b> Global Issues Past and Present 6.1 Global Topic Investigation and Issue Analysis (P2)			<b>C6</b> Citizenship in Action 6.1 Civic Inquiry and Public Discourse (P3) 6.2 Participating in Civic Life (P4)	
<b>Social Studies Knowledge, Processes, and Skills</b> <b>K1</b> General Knowledge [College-Readiness] <b>P1</b> Reading and Communication [Close and Critical Reading; Analysis; Interpret Primary and Secondary Sources; Argumentation] <b>P2</b> Inquiry, Research, and Analysis [Information Processing; Conducting Investigations; Problem-Solving; Technology Use] <b>P3</b> Public Discourse and Decision Making P3.1 Identifying and Analyzing Public Issues P3.2 Discourse Regarding Public Issues P3.3 Persuasive Writing on a Public Issue <b>P4</b> Citizen Involvement				

## Understanding Social Studies GLCE Coding

Each Social Studies GLCE is made up of four parts: the grade, the standard category, the standard, and the expectation.



**K-4 Expectations** are organized by discipline and standard category, standard, and expectation.

**Kindergarten Example K** – G1.0.2 = Kindergarten, 1st Geography Standard Category, 2nd Expectation

**4th Grade Example 4** – C5.0.3 = Grade 4, 5th Civics Standard Category, 3rd Expectation

(The “0” is used as a place holder and indicates that K-4 expectations are organized using the standards categories, and do not use the standard codes listed in the K-12 organizational chart.)

**5th and 8th Grades** focus on an integrated study of United States History. The expectations are organized by U.S. History and Geography (USHG) Era. The code indicates the era, the standard, and the expectation.

**5th Grade Example 5** – U3.2.1 = Grade 5, 3rd USHG Era, 2nd Standard, 1st Expectation

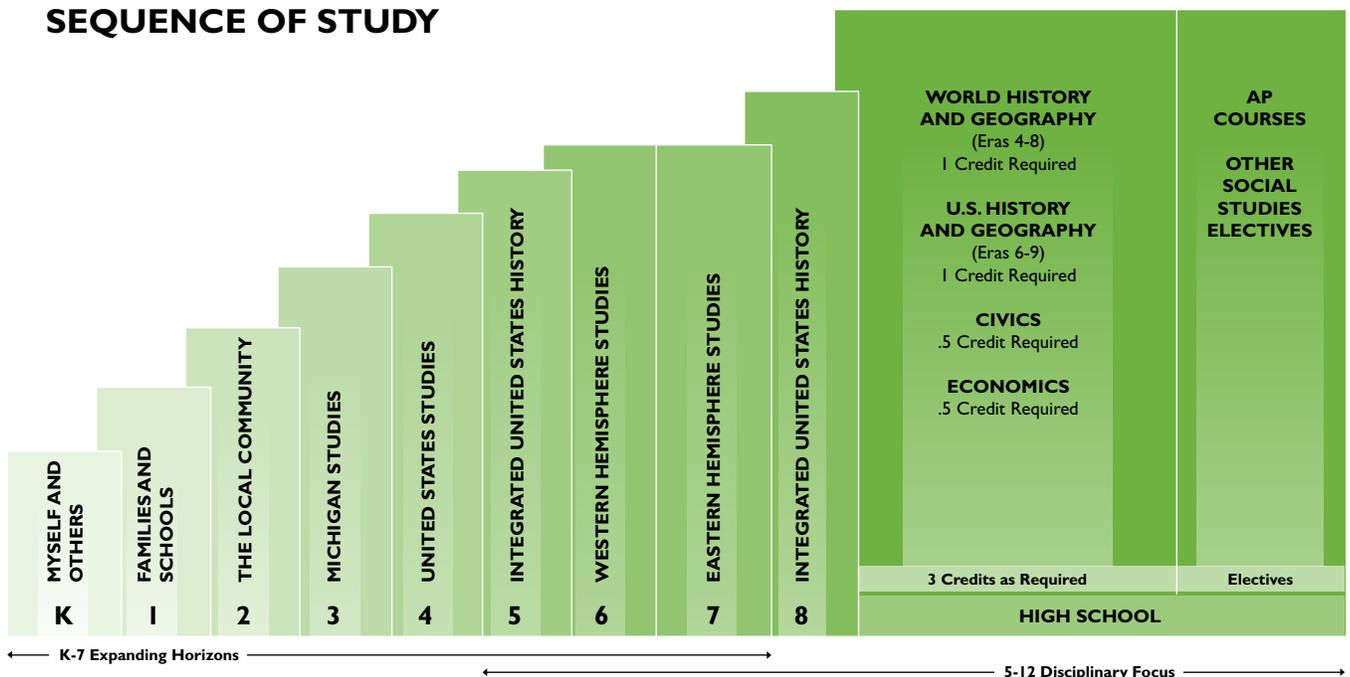
**6th and 7th Grades** focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography (WHG) Era), standard, and expectation.

**6th Grade Example 6** – E2.3.1 = Grade 6, 2nd Economics Standard Category, 3rd Standard, 1st Expectation

**7th Grade Example 7** – W2.2.4 = Grade 7, 2nd WHG Era, 2nd Standard, 4th Expectation

A parenthesis at the end of an expectation presents a reference to the National Geography Standards or the civics, economics, or history standards that are used in the document (C1, E3, etc., as listed on page 6). The references indicate integration of the content.

## SEQUENCE OF STUDY



# Using the K- 8 Social Studies GLCE

## Using the K-8 Social Studies GLCE: Things to Remember

There are a number of important considerations for teachers to keep in mind as they use Grade Level Content Expectations to plan instruction. It is important to remember that this document

- **Uses historical, spatial, civic, and economic thinking** –The expectations require students to think – compare, contrast, argue – using social studies concepts and habits of mind. The expectations call upon students to use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning or coverage over understanding. While knowledge of names and definitions is essential, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.
- **Requires active, social studies inquiry** – In using social studies concepts and habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use the social studies to understand and participate in the world around us. This calls upon students to frame important social studies problems and questions; to locate and analyze appropriate evidence and data; and to apply social studies concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions. In short, social studies instruction should provide Michigan students with the kind of reasoned and informed decision making that should characterize each citizen's participation in American society.
- **Represents Content Expectations and not Pedagogical Organization** –This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historic, geographic, civic, or economic issue or problem to organize weeks of study, while coherently employing many content expectations.
- **Differentiates between required and suggested (e.g.) content** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an "e.g." or "for example." These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content. In other places, the expectations identify specific content that students should study. This content is never preceded by "e.g." or "for example." Unlike the optional examples, a statewide assessment might assess the required content.

# K- 5 Overview

## K-5 Grade-Specific Contexts

<b>Kindergarten</b>	<b>Myself and Others</b>	Using a familiar context for five and six year olds, kindergartners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of “Myself and Others.” Accordingly, each discipline focuses on developing rudimentary understandings through an integrated approach to the field.
<b>First</b>	<b>Families and Schools</b>	In first grade, students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of school and families. This is the students’ first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline.
<b>Second</b>	<b>The Local Community</b>	In second grade, students continue the integrative approach to social studies through the context of the local community. This the first time students are introduced to a social environment larger than their immediate surroundings and they draw upon knowledge learned in previous grades to develop more sophisticated understandings to explore the social studies disciplines of history, geography, civics and government, and economics.
<b>Third</b>	<b>Michigan Studies</b>	Third grade students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third grade content expectations help prepare students for more sophisticated studies of their country and world in later grades.
<b>Fourth</b>	<b>United States Studies</b>	Using the context of the United States, fourth grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics through the lens of Michigan history and the United States.
<b>Fifth</b>	<b>Integrated American History</b>	The fifth grade social studies content expectations mark a departure from the social studies approach taken in previous grades. Building upon the geography, civics and government, and economics concepts of the United States mastered in fourth grade and historical inquiry from earlier grades, the fifth grade expectations begin a more disciplinary-centered approach concentrating on the early history of the United States. Students begin their study of American history with American Indian peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students’ understandings of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

In first grade, students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of families and schools. This is the students' first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline.

### History

First grade students begin to develop the ability to think like a historian. Using a calendar, students begin to understand the passage of time. They then apply their understanding of time and chronology by using events from family and school, extending their understanding of the past to events beyond their own lifetimes. Using events to which they have a personal connection, students learn that history involves stories of the past. By exploring relevant primary sources such as photographs, diaries, and artifacts, students develop simple narratives of the history of families or school. Students also learn to draw generalizations and conclusions about changes over time by comparing family life, school, jobs, and methods of communication in their lives, to those in the past. In examining why certain events and people are celebrated through national holidays, students begin to appreciate the influence history has on their daily lives. The study of history through the lens of families and schools in first grade prepares students for more complex investigations of the past of their community, state, and country in later grades.

### Geography

The expectations in first grade build upon simple understandings of maps. Students' spatial perspective is deepened by constructing classroom maps to illustrate aerial perspective and introducing absolute and relative location using the familiar contexts of home and school. Students begin to use personal directions to describe the relative location of different places in the school environment. Students use maps and globes to distinguish physical characteristics of Earth, such as landmasses and oceans. In introducing students to the concepts of region and human systems, first grade sets the stage for more sophisticated study of these concepts in later grades. By using their immediate school environment, students learn to distinguish between physical and human characteristics of place, and describe unifying characteristics of different regions within their classroom and school. Students begin to build an understanding of the different aspects of culture through a comparison of family life. They learn that people not only use the environment, but also modify or adapt to the environment.

### Civics and Government

The content expectations in civics use the school as a context for learning about the purposes of government, the values and principles of American democracy, and the roles of citizens. Building upon the concept that people are not free to do whatever they want, students identify reasons for rules in school. Concepts of power and authority are introduced as students identify examples of people using power with and without authority in the school setting. Drawing upon the notion of fairness from kindergarten, students explore fair ways to resolve conflicts at school. The expectations broaden students' understanding of the values and principles of American democracy using significant symbols of the United States. Notions of individual responsibilities introduced in kindergarten are expanded to include civic responsibilities as members of a group or school community. Thus, students begin to recognize that respect for the rule of law and the rights of others is fundamental to our system of government.

### Economics

First grade students extend their understanding of basic economic concepts. They distinguish between producers and consumers and examine ways in which their families consume goods and services. Using practical examples and personal experiences, students begin to learn how scarcity forces people to make choices. Students develop a deeper understanding of trade as they explore the reasons why people trade, how money simplifies trade, and how people earn money. These concepts lay the foundation for more complex studies of economic principles in later years.

### Public Discourse, Decision Making, and Citizen Involvement

In first grade, students continue to develop an understanding of public issues and the importance of citizen action in a democratic republic. First grade students identify public issues in the school community and analyze data about them. They investigate different resolutions to these issues. Students begin to develop competency in expressing their own opinions relative to a public issue in school by justifying their opinions with reasons. This foundational knowledge is built upon throughout the grades as students develop a greater understanding of how, when, and where to communicate their positions on public issues with a reasoned argument.

**HISTORY****H2 Living and Working Together in Families and Schools**

*Use historical thinking to understand the past.*

- I – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
- I – H2.0.2 Use a calendar to distinguish among days, weeks, and months.
- I – H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
- I – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.
- I – H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
- I – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.
- I – H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).

**GEOGRAPHY****G1 The World in Spatial Terms**

*Use geographic representations to acquire, process, and report information from a spatial perspective.*

- I – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.
- I – G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address).
- I – G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.
- I – G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.

**G2 Places and Regions**

*Understand how regions are created from common physical and human characteristics.*

- I – G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
- I – G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).

**G4 Human Systems**

*Understand how human activities help shape the Earth's surface.*

- I – G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

- I – G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

**CIVICS AND GOVERNMENT****C1 Purposes of Government**

*Explain why people create governments.*

- I – C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).
- I – C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).
- I – C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).

**C2 Values and Principles of American Democracy**

*Understand values and principles of American constitutional democracy.*

- I – C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).
- I – C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).

**C5 Roles of the Citizen in American Democracy**

*Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

- I – C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
- I – C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).

**ECONOMICS****E1 Market Economy**

*Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

- I – E1.0.1 Distinguish between producers and consumers of goods and services.
- I – E1.0.2 Describe ways in which families consume goods and services.
- I – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- I – E1.0.4 Describe reasons why people voluntarily trade.
- I – E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- I – E1.0.6 Describe how money simplifies trade.

**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)****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.*

- I – P3.1.1 Identify public issues in the school community.
- I – P3.1.2 Use graphic data to analyze information about a public issue in the school community.
- I – P3.1.3 Identify alternative resolutions to a public issue in the school community.

**P3.3 Persuasive Communication About a Public Issue**

*Communicate a reasoned position on a public issue.*

- I – P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

**P4.2 Citizen Involvement**

*Act constructively to further the public good.*

- I – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- I – P4.2.2 Participate in projects to help or inform others.