

# ***K-5 Social Studies Power Standards***



Based on 12.07 Social Studies Grade Level Content Expectations

### Social Studies K-5 Power Standards

	<b>Kindergarten Myself and Others</b>	<b>1<sup>st</sup> Grade Families and Schools</b>	<b>2<sup>nd</sup> Grade The Local Community</b>	<b>3<sup>rd</sup> Grade Michigan Studies</b>	<b>4<sup>th</sup> Grade United States Studies</b>	<b>5<sup>th</sup> Grade American History</b>
<b>History Perspective</b>	SSK.1 Use primary and secondary sources to begin understanding of past, present, and future.	SS1.1 Using primary and secondary sources, compare life today with life in the past, tell a narrative and draw possible conclusions about family/school life.	SS2.1 Using primary and secondary sources, describe changes in the local community over time (years and decades), and construct a historical narrative about the history of the local community.	SS3.1 Use primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan.	SS4.1 Using a variety of primary and secondary sources, construct a historical narrative comparing lives of people in the Great Lakes region.	SS5.1 Colonization, Slave trade, Life in Colonial America, Causes of the American Revolution, American Revolution (History is a full year)
<b>Geography Perspective</b>	SSK.2 Apply geographic themes to understand the immediate environment (classroom, home, and playground).	SS1.2 Apply the five geographic themes to understand significant places in the school environment.	SS2.2 Apply the five geographic themes to understand spatial organization of the local community, its characteristics, and its location within a larger region.	SS3.2 Apply the five geographic themes to understand physical and human characteristics of Michigan, its regions, and regions to which it belongs.	SS4.2 Apply the five geographic themes to understand how geographers use tools and technologies to understand the effects of human activities on the physical environment of the United States.	
<b>Civic Perspective</b>	SSK.3 Use values and principles of American democracy to describe fairness and responsibilities that come with our rights.	SS1.3 Use values and principles of American democracy to give examples of the use of power with authority in school, identify reasons for rules in school, and how conflicts might be resolved in fair and just ways.	SS2.3 Use values and principles of American democracy to explain why and how local governments are formed, how they operate, and how citizens participate in community decisions.	SS3.3 Use values and principles of American democracy to explain purposes, principles, and functions of Michigan’s state government and the Michigan Constitution.	SS4.3 Use values and principles of American democracy to explain purposes, principles, and functions of the United States government and rights of citizenship as identified in the United States Constitution and Bill of Rights.	
<b>Economic Perspective</b>	SSK.4 Use economic principles to understand the difference between goods and services, needs and wants, and recognize when they participate in trade.	SS1.4 Use economic principles to distinguish between producers and consumers, wants and needs (scarcity and choice), and goods and services, as well as describe reasons why people trade.	SS2.4 Use economic principles to identify, describe, and use examples to explain fundamental principles and concepts of economics (specialization, opportunity cost, and natural, human, and capital resources).	SS3.4 Use economic principles to explain the economic development and interdependence of Michigan, the U.S. and global economies.	SS4.4 Use economic principles to analyze and explain fundamental concepts of economics as they pertain to the economic development and interdependence of U.S. and global economies.	

# Kindergarten Power Standards

## Civics and Government- Quarter 1

**SSK.3 – Use values and principles of American democracy to describe fairness and responsibilities that come with our rights.**

- Explain why people do not have the right to do whatever they want and describe fair ways for people to make decisions. (KC2.0.2, KC2.0.3)
- Identify situations where they have shown personal responsibility. (KC5.0.1)

## Economics- Quarter 2

**SSK.4 – Use economic principles to understand the difference between goods and services, needs and wants, and recognize when they participate in trade. (KE1.0.1, KE1.0.2, KE1.0.3)**

- Describe economic wants they have experienced. (KE1.0.1)
- Distinguish between goods and services. (KE1.0.2)
- Recognize situations in which people trade. (KE1.0.3)

## Geography- Quarter 3

**SSK.2 – Apply the geographic themes to understand the immediate environment (classroom, home, and playground).**

- Use maps and globes, and identify and describe location and place in the immediate environment. (KG1.0.1, KG1.0.2, KG2.0.1)
- Describe ways people use their environment to meet human needs and wants. (human/interaction) (KG5.0.1)

## History- Quarter 4

**SSK.1 – Use primary and secondary sources to begin understanding of past, present, and future.**

- Distinguish and sequence events, by creating personal timelines from events in their own lives. (KH2.0.1, KH2.0.2, KH2.0.3)
- Describe ways people learn from the past using primary sources, which include photographs, diaries, and artifacts. Secondary sources include stories, trade books, and videos. (KH2.0.4)

# 1<sup>st</sup> Grade Power Standards

## Civics and Government- Quarter 1:

**SS1.3 – Use values and principles of American democracy to give examples of the use of power with authority in school, identify reasons for rules in school, and how conflicts might be resolved in fair and just ways.**

- Students will give examples of the use of power with authority in school; identify reasons for rules in school, and how they can limit power without authority. (1C1.0.1, 1C1.0.2, 1C1.0.3)
- Describe some responsibilities that people have at home or school, explain how people act as good citizens, and explain how conflicts might be resolved in fair and just ways. (1C5.0.1, 1C5.0.2, 1C2.0.1)

## Economics-Quarter 2:

**SS1.4 – Use economic principles to distinguish between producers and consumers, wants and needs (scarcity and choice), and goods and services, as well as describe reasons why people trade.**

- Students will begin to distinguish between producers and consumers, wants and needs (scarcity, choice), and goods and services. (1E1.0.1, 1E1.0.2, 1E1.0.3,)
- Describe how people earn money, how money simplifies trade, and give reasons why people voluntarily trade. (1E1.0.4, 1E1.0.5, 1E1.0.6)

## Geography- Quarter 3:

**SS1.2 – Apply the five geographic themes to understand significant places in the school environment.**

- Construct simple maps and use personal directions to distinguish between absolute and relative location in the classroom. (1G1.0.1, 1G1.02, 1G1.03)
- Distinguish between physical and human characteristics of places within school regions, and describe ways in which they can be modified and adapted to the environment (human/environmental interaction). (1G2.0.1, 1G2.0.2, 1G2.01, 1G5.0.1)

## History-Quarter 4

**SS1.1 – Using primary and secondary sources, compare life today with life in the past, tell a narrative and draw possible conclusions about family/school life.**

- Use primary sources (includes photographs, diaries, and artifacts) and secondary sources (includes stories, trade books, and videos) to compare and draw possible conclusions about family/school life in the past and present. (1H2.0.3, 1H2.0.5, 1H2.0.6)
- Demonstrate chronological thinking (past, present, future) by using calendar skills, identifying important people and events associated with national holidays, and retelling stories. (1H2.0.1, 1H2.0.2, 1H2.0.4, 1H2.0.7)

## 2nd Grade Power Standards

### Civics and Government- Quarter 1

**SS2.3 – Use values and principles of American democracy to explain why and how local governments are formed, how they operate, and how citizens participate in community decisions.**

- Explain why and how local governments are formed, how they operate, the services they provide, and how citizens are affected. (2C1.01, 2C3.0.1, 2C3.0.2, 2C3.03)
- Explain the balance between individual rights with the common good. (2C1.0.2, 2C2.0.1)
- Describe how the Pledge of Allegiance reflects the core democratic value of patriotism. (2C2.0.2\*)

### Economics- Quarter 2

**SS2.4 – Use economic principles to identify, describe, and use examples to explain fundamental principles and concepts of economics (specialization, opportunity cost, and resources—natural, human, and capital).**

- Describe natural, human, and capital resources needed for producing goods/services, and explain why people depend on trade with others (specialization). (2E1.0.4, 2E1.0.5)
- Identify the opportunity cost involved in a consumer decision. (2E1.0.1)
- Identify businesses in the local community and explain how the economic wants of consumers (2E1.0.2, 2E1.0.3)

### Geography- Quarter 3

**SS2.2 – Apply the five geographic themes to understand spatial organization of the local community, its characteristics, and its location within a larger region.**

- Construct maps to describe the spatial organization of the local community, compare its characteristics with other communities, and describe the role of the local community as it relates to larger regions. Location (2G1.0.1, 2G1.0.2), Regions (2G2.0.1, 2G2.0.2)
- Students will describe land use and the means people create for moving people, goods, and ideas within a local community. Place (2G4.0.1), Movement (2G4.0.2)
- Describe positive/negative consequences of human interaction within the community, and ways that people can responsibly interact with the environment. Human/Environmental Interaction (2G5.0.1, 2G5.0.2)

### History- Quarter 4

**SS2.1 – Using primary and secondary sources, describe changes in the local community over time (years and decades), and construct a historical narrative about the history of the local community.**

- Using primary and secondary sources\*, construct a timeline and historical narrative describing the changes of the local community (Battle Creek) over time (sequencing). (2H2.0.1, 2H2.0.4, 2H2.0.6)

\*Primary: photographs, diaries, artifacts; Secondary: stories, trade books, videos.

## 3rd Grade Power Standards

### Civics and Government- Quarter 1

**SS3.3 – Use values and principles of American democracy to explain purposes, principles, and functions of Michigan’s state government and the Michigan Constitution.**

- Describe the roles and powers of state government, its three branches and their powers, and compare it to that of local government. (3C3.0.1, 3C3.0.3, 3C3.0.4)
- Identify goods and services provided by state government and describe how they are funded (taxes, fees, fines). (3C3.0.2)
- Identify rights (freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (respecting the rights of others, voting, obeying laws). (3C5.0.1)

### Economics- Quarter 2

**SS3.4 – Use economic principles to explain the economic development and interdependence of Michigan, the U.S. and global economies.**

*Related learning targets:*

- Identify, describe, analyze, and use Michigan examples to explain
  - > specialization
  - > scarcity
  - > opportunity costs
  - > choices
  - > incentives
  - > entrepreneurs
  - > interdependence (national/international) (3E1.0.1, 3E1.0.2, 3C3.0.2, 3E1.0.4, 3E2.0.1, 3E3.0.1, 3G4.0.1, 3C3.0.2, 3G4.0.3)
- Analyze how Michigan’s location and natural resources influenced its economic development, and how the subsequent business development affects Michigan’s economic future. (3E1.0.3, 3E1.0.5)

### Geography- Quarter 3

**SS3.2 – Apply the five geographic themes to understand physical and human characteristics of Michigan, its regions, and regions to which it belongs.**

- Using cardinal directions and relative locations, identify significant places in the immediate environment) and describe physical/human characteristics of Michigan. (3G1.0.1, 3G1.0.2)
- Describe different regions to which Michigan belongs. (3G2.0.2)
- Use thematic maps to locate Michigan’s natural resources, describe how people in Michigan adapt to, use, and modify our natural resources, and explain the consequences of their use. (3G1.0.2, 3G5.0.1, 3G5.0.2)
- Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (3G4.0.3)

## **History- Quarter 4**

### **SS3.1 – Use primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan.**

- Using primary and secondary sources\*, construct a timeline and historical narrative about the daily life in the early settlements of Michigan (pre-statehood). (3H3.0.1, 3H3.0.2, 3H3.0.7, 3H3.0.9, 3H3.0.10)
- Draw upon traditional stories of American Indians who lived in Michigan in order to make generalizations about their beliefs, some of the interactions that occurred between them and the first European explorers and settlers in Michigan, and describe how the ideas and actions of individuals affected the history of Michigan. (3H3.0.4, 3H3.0.6, 3H3.0.8)
- Use informational text and visual data to compare how American Indians and settlers adapted to, used, and modified the environment, and describe the causal relationships between three events in Michigan's past. (3H3.0.3, 3H3.0.5)\*Primary: photographs, diaries, artifacts; Secondary: stories, trade books, videos.

# 4<sup>th</sup> Grade Power Standards

## Civics and Government- Quarter 1

**SS4.3 – Use values and principles of American democracy to explain purposes, principles, and functions of the United States government and rights of citizenship as identified in the United States Constitution and Bill of Rights.**

- Explain the purpose and principles of federal government, identify specific rights set forth and guaranteed by Preamble, United States Constitution, and Bill of Rights, and explain probable consequences of the absence of government, rules, and their laws. (4C1.0.2, 4C1.0.3, 4C2.0.1, 4C2.0.2)
- Describe how the President, members of Congress, and justices of the Supreme Court come to power (elections vs. appointments). (4C3.0.6)
- Explain the relationship between rights and responsibilities of citizenship, why rights have limits, and ways citizens can work together to promote democracy. (4C5.0.1, 4C5.0.2, 4C5.0.3, 4C5.0.4)

## Economics-Quarter 2

**SS4.4 – Use economic principles to analyze and explain fundamental concepts of economics as they pertain to the economic development and interdependence of U.S. and global economies.**

- Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them. (4E1.0.7)
- Explain how specialization, division of labor, competition, and pricing affects decisions about purchasing goods and services (assembly line, supply and demand, and substitute goods) as they pertain to the economic development of United States and global economies. (4E1.0.4, 4E1.0.5, 4E1.0.6)
- Describe how global competition impacts the national/international economy and how changes in the United States economy impact levels of employment and unemployment. (4E2.0.1, 4E3.0.1)

## Geography- Quarter 3

**SS4.2 – Apply the five geographic themes to understand how geographers use tools and technologies to understand the effects of human activities on the physical environment of the United States.**

- Use maps and other geographic tools to describe relative location, elevation, climate, population density, and other physical characteristics of significant places in the United States. (4G1.0.1, 4G1.0.2, 4G1.0.3, 4G1.0.4, 4G1.0.5)
- Describe ways in which the United States can be divided into different regions (political regions, economic regions, landform regions, vegetation regions) and identify

the larger region(s) to which Michigan belongs and compare it to another region within the United States. (4G2.0.1, 4G2.0.2)

- Assess the positive and negative effects of human activities on the physical environment of the United States. (4G5.0.1)

#### **History- Quarter 4**

##### **SS4.1 – Using a variety of primary and secondary sources\*, construct a historical narrative comparing lives of people in the Great Lakes region.**

- Describe how the location of natural resources, the location of industries after 1837, migration and immigration (push/pull factors) impacted the growth and major economic activities of cities in Michigan. (4H3.0.1, 4H3.0.2, 4H3.0.3, 4H3.0.8)
- Construct a historical narrative about the beginnings of the automobile industry and labor movement in Michigan. (3H3.0.5, 4H3.0.6)
- 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. (4H3.0.7)

\*Primary: photographs, diaries, artifacts; Secondary: case studies, stories, trade books, videos.

## 5<sup>th</sup> Grade Power Standards

- The whole year is dedicated to U.S. History

### Colonization-Quarter 1:

5-U2.1.1 Describe significant developments in the colonies, including

- establishment of Jamestown
  - development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)
  - relationships with American Indians (e.g., Powhatan, King Phillip's War)
  - growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies
  - the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government
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- 5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.
  - 5 – U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).

### The Slave Trade and Slavery in America-Quarter 2:

5 – U2.2.1 Describe Triangular Trade including

- the trade routes
- the people and goods that were traded
- the Middle Passage
- its impact on life in Africa

5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies.

### Causes of the Revolution-Quarter 3:

5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre

5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).

5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.

5 – 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.

### The American Revolution-Quarter 4:

5 – U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.

5 – U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).