

Young

5

GBCS Curriculum Guide			GRADE: Young Fives		SUBJECT: Social Studies			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Self and family	1 marking period Begin at the start of school and expand through the fall.	Unit: All About Me	foundational for kindergarten social studies standards	Who am I? Why am I Special?	I can tell you about me. I can tell you how I am different. I can tell you about my family. I can tell you how my family is different from yours.	family, me, different, alike	tradebooks: Elmer, Chrysanthemum, What I Like About Me, I Like Me, Meet our Pets, Colors of Us, Who is in a family?, and multicultural paints and crayons,crate, hanging files and binder	No summative assessment at this level
Rules	1 marking period Begin at the start of school and expand through the fall.	Unit: Rules	foundational for kindergarten social studies standards	What are Rules? Why are Rules Important?	I can tell you what rules are. I can tell you what our classroom rules are. I can tell you how we get in lines, act in the hallway and the restroom. I can tell you what a consequence is. I can tell you what an inside voice is.	rules, consequences, behavior expectations for various school locations and activity.	tradebooks: Our Rules, Rules Rap, Decibella and her 6 inch voice, Personal Space Camp, Have you filled a bucket today? Get onboard the Transition Train CD, print Conscious Discipline posters	No summative assessment at this level
good citizen	1 marking period	Unit: I am a good citizen	foundational for kindergarten social studies standards	What is an good citizen? How can I be a good citizen?	How does a good citizen act at school? In the classroom? I can tell you what a good citizen looks like at school. I can tell you how I can help others. I can tell you how to be kind to others.	citizen, safe, responsible, respectful, kindness	tradebooks: The Mine-o-sauer, The Doorbell Rang, The Crayon Box that Talked, The Teddy Bear, print Good Citizen Posters	No summative assessment at this level

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
community	1 marking period	Unit: Where do I Live?	foundational for kindergarten social studies standards	Where do I Live? Who lives and works in my community?	I can tell you about my community. I can tell you how people work in my community. I can tell you what work looks like. I can show you what people do for work. I can tell you about a map. I can tell you how to read a map. I can tell you about public services and what they look like and how we use them. I can tell you about wants and needs. I can tell you about trade and how and when we use it,	community, goods, services, position words, maps, jobs, public services, wants, needs, trade	tradebooks: Around the Clock, Arthur's Funny Money, A Trip to the Post Office, The supermarket, A day in the life of a construction worker, Walter the Baker, A Day in the life of a Doctor materials: map rug, m vehicles, mailbox, tool kit, cash register, chef supplies, doctor kit	No summative assessment at this level
time	Begin at the beginning of school and expand throughout the year	Unit: calendar	foundational for kindergarten social studies standards	What are the seasons? What is today, What was yesterday and what is tomorrow?	I can tell you about the seasons. I can tell you when the seasons change and what it looks like. I can tell you about my five senses and how I learn about things using them. I can tell you how time passess. I can tell you when it was yesterday, when it was today and when it will be tomorrow. I can tell you what a day , and a month is. I can tell you what the months are.	day, month, year, yesterday, today, tomorrow, fall, winter, spring, summer, weather, rain, sunny, windy, cloudy, smell, hear, see, touch, taste, time	tradebooks: Cookies Week, Chicken soup with Rice, Today is Monday, materials: Calendar set	No summative assessment at this level

Kindergarten

GBCS Curriculum Guide			GRADE: Kindergarten		SUBJECT: Social Studies			
Topic	Pacing	Unit	Standards	Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Myself and Others	one marking period	Unit 1: Who am I?	<p>H2.0.3 Describe ways that people learn about the past</p> <p>G2.0.1 Identify and describe places in the immediate environment.</p> <p>H2.0.1 Distinguish among the past, present and future.</p> <p>H2.0.2 Create a timeline using events from their own lives.</p> <p>H2.0.3 Describe ways that people learn about the past.</p> <p>C2.0.2 Describe fair ways for groups to make decisions.</p> <p>C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility.</p>	Who am I and where do I live?	<p>I am different from others.</p> <p>I am the same as others.</p> <p>I am special. I can tell you about roles that people have.</p> <p>I can tell you about school.</p> <p>I can tell you about the places at school.</p> <p>I can tell you the beginning, middle and end of a story.</p> <p>I can tell you that clocks measure hours and minutes.</p> <p>I can tell you that calendars measure days, weeks and months.</p> <p>I can tell you that people use the words yesterday, today and tomorrow to describe time</p> <p>I can tell you about my timeline.</p> <p>I can tell you that everyone has a past.</p> <p>I can tell you that past means a part of time or event that has already happened.</p> <p>I can tell you how we learn about the past.</p> <p>I know how to get along in school and be a good citizen.</p> <p>I know some ways to get along.</p> <p>I know that people cannot do anything they want.</p> <p>I know what responsibility means.</p> <p>I know that everyone has responsibilities.</p> <p>I know that problems happen when people do not do their responsibilities.</p>	<p>person, special, unique, same, different, role, school, classroom, place, sequence, beginning, middle, end, time, clock, calendar, daily schedule, yesterday, today and tomorrow, past, historical evidence, artifacts, photos, stories, cooperation, citizenship, caring, respect, common good, responsibility</p>	<p>Tradebooks: ABC, I Like Me, Off to Kindergarten, Molly McSholly, When I was Little, One Happy Classroom, It's Like You</p> <p>Materials: MC3 Curriculum Materials, Community Block Families</p>	<p>Formative assessment: given throughout the unit</p> <p>Summative assessment: district common unit : Beginning, Middle, End</p>

Topic	Pacing	Unit	Standards	Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Location	one marking period	Unit 2: Where am I?	<p>G1.0.2 Use directions or positional words (e.g. up/down, in/out, above/below) to identify significant locations in the classroom.</p> <p>G2.0.1 identify and describe places in the immediate environment.</p> <p>G1.0.1 Recognize that maps and globes represent places.</p> <p>C2.0.1 Identify our country's flag and describe its importance as a symbol of the United States</p> <p>G.5.0.1 Describe ways people use the environment to meet human wants and needs.</p>	Where am I and how do I meet needs and wants?	<p>I can show the meaning of above, down, in , out, in front of, behind, up and down.</p> <p>I can tell you how position words are used to help us understand where places, things, and people are located.</p> <p>I can tell you what we find at a playground.</p> <p>I can tell you what we find in a classroom.</p> <p>I can tell you what we find in a bedroom.</p> <p>I can tell you how maps represent places and locations.</p> <p>I can show you how a map gives a bird's eye view of a place.</p> <p>I can show you how a map key explains a map.</p> <p>I can tell you how I go to kindergarten in a classroom which is in a school, which is in my community</p> <p>I can tell you that Michigan is a state in the country called the United States.</p> <p>I can tell you about symbols of the United States.</p> <p>I can describe the American Flag.</p> <p>I can show you that the United States is a country on the earth.</p> <p>I can tell you that plants need food, water and shelter in order to grow.</p> <p>I can tell you that the earth is another name for the world.</p> <p>I can tell you that people need food, water and shelter in order to live.</p> <p>I can tell you that plants provide people with food, clothing, water and shelter.</p> <p>I can show you a globe that is a large map that shows what the earth looks like.</p> <p>I can tell you that we are in a classroom, which is in a school, which is in Grand Blanc, which is in the state of Michigan, which is in the country of the United States, which is a part of the earth.</p>	<p>directions, location, above, below, down, up, in, out, in front of, behind, on, off, natural features, human made features, describe, identify, home, playground, map, map key, symbols, community, country, flag, Michigan, state, United States, American flag, earth, globe, world, North Pole, South Pole, mountains, water, land, clothing, food, air, soil, shelter needs</p>	<p>Tradebooks: Over, Under, by the Clover, Houses and Homes, Mapping Penny;s World, Bald Eagle, Statue of Liberty, The Earth and I, Looking at Maps and Globes, Our Big Home, Red Leaf, Yellow Leaf, Pumpkin, Pumpkin</p> <p>Materials: MC3 Curriculum, 6 inflatable globes</p>	<p>Formative assessment: through out the unit</p> <p>Summative assessment: district common unit: This is my Map</p>

Topic	Pacing	Unit	Standards	Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Economics	One marking period	Unit 3: How do I get what I need?	E1.0.1 Describe economic wants they have experienced. E1.0.2 Distinguish between goods and services E1.0.3 Recognize situations in which people trade H2.0.3 Describe ways people learn about the past G5.0.1 Describe ways people use the environment to meet human needs and wants	How do I get what I want and need?	I can tell you what things I need. I can tell you what goods and services are. I can tell you what a trade is. I can tell you why people trade. I can tell you how we learn about the past. I can tell you about toys from the past and present. I can tell you about children from the past by the toys that they used. I can tell you how we use gifts from the earth to make goods. I can tell you what we make out of trees.	wants, needs, goods, services, trade, past, present, history, goods from the earth, human environmental interaction	Tradebooks: goods and services, Alexander, who used to be rich, Was it a good trade, Arthur's Pet business, What happens at a Toy Factory	Formative assessment throughout the unit Summative assessment: District common unit 3: Wants/Needs and Goods/Services

Citizenship	one marking period	Unit 4: Getting Along	C2.0.2 Describe fair ways for groups to make decisions. C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility P.3.1.2 Use simple graphs to explain information about a classroom issue. C2.0.3 Explain why people do not have the right to do whatever they want. P3.1.1 Identify classroom issues. P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person. 3.3.1 Express a position on a classroom issue.	How do I get along with Others?	I can tell you that people do not have the right to do whatever they want. I can tell you that people have to think about the rights of others. I can tell you that people have responsibilities that they must do. I can tell you that people have many different responsibilities. I can tell you that people have to be responsible at home, school and work. I can tell you that it is easier to get along when everyone shows responsibility. I can tell you that it is important for people to be fair to others. I can tell you that voting is one fair way to make decisions. I can tell you that problems occur when people live and work in groups. I can tell you that there are several ways to solve a problem fairly. I can tell you that when solving a problem all possible solutions should be considered. I can tell you that when trying to solve a problem, people are allowed to express their viewpoint. I can tell you that a solution to a problem must be fair to people involved.	responsibility, rights, irresponsible, fairness, voting, unfair, problem, issue, problem-solving	Tradebooks: Mean Jean, the Recess Queen, Don't Squeal unless it's a Big Deal, My mouth is a Volcano	Formative assessment throughout the unit Summative assessment: District common unit 4: How to solve a problem - Hey, Little Ant
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First Grade

GBCS Curriculum Guide			GRADE: First Grade		SUBJECT: Social Studies			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessment
Me and my family	7 weeks	Unit 1 What is a Family?	<p>H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future and family or school events.</p> <p>G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.</p> <p>G4.0.1 Use components of culture (e.g. foods, language, religion, traditions) to describe diversity in family life.</p> <p>E1.0.1 Describe economic wants they have experienced.</p> <p>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).</p> <p>C1.0.1 identify some reasons for rules in school (e.g. provide order, predictability and safety).</p>	<p>What is a family? How are families alike and different?</p> <p>How is a school like a family?</p>	<p>I can give examples of past, present and future</p> <p>I can tell what diversity means.</p> <p>I can explain what a family does together.</p> <p>I can explain what MY family does together.</p> <p>I understand my family rules and responsibilities.</p> <p>I understand why rules and responsibilities are helpful.</p> <p>I can make a text to self connection and a text to text connection about families.</p> <p>I can explain what diversity means.</p> <p>I can explain how school is like a family.</p> <p>I can explain how school and family are alike and different.</p>	<p>past, present, future, change, basic needs, family, rules, responsibilities, alike, different, diversity, school</p>	<p>Binder with curriculum materials - MC3</p> <p>Tradebooks: The Party for Papa Luis, Colors of Us, How my family lives in America, Clifford's Family, Daddy makes the best Spaghetti, Families are Different, Me and my Family Tree, Jonathan and his Mommy, When I was Five, Fathers, Mothers, Sisters, Brothers, Piggybook</p>	<p>Formative assessment: throughout the unit</p> <p>Summative assessment - district assessment: What is a family?</p>

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessment
Economics	7 weeks	Unit 2 How do we get what we need or want?	E1.0.1 Distinguish between producers and consumers of goods and services. E1.0.2 Describe ways in which families consume goods and services. E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond. (choice) E1.0.4 Describe reasons why people voluntarily trade E1.0.5 Describe ways in which people earn money (e.g. providing goods and services to others, jobs) E1.0.6 Describe how money simplifies trade.	How do families meet their wants and needs where they live?	I can identify needs and wants, goods and services. I can distinguish between producers and consumers. I understand what scarcity means. I can explain how people make a choice when things are scarce. I can explain why people trade and how money makes trading easier. I can explain how people earn money	service, goods, consumer, producer, scarcity, choice, pictograph, money, trade	Binder with curriculum materials - MC3 Tradebooks: Money, Money, Honey Bunny, Benny's Pennies, If you Take a Mouse to School, Little Nino's Pizzeria, The Doorbell Rang, The Mitten	Formative assessment: throughout the unit Summative assessment - district assessment: Happy Meal

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessment
Geography	7 weeks	Unit 3 How do we learn about places?	<p>G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.</p> <p>G1.0.2 Give examples of places that have absolute locations (e.g. home address, school address)</p> <p>G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places</p> <p>G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.</p> <p>G2.0.1 Distinguish between physical (e.g. clouds, trees, weather) and human (e.g. buildings, playgrounds, sidewalks) characteristics of places</p> <p>G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g. playground, reading corner, library, restroom)</p> <p>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)</p>	<p>How do we locate places?</p> <p>How do we describe what places look like? How do people adapt to and modify places?</p>	<p>I understand what a map is and how it is used</p> <p>I can identify places on a map</p> <p>I understand what an address is</p> <p>I can use the words left, right, front and back to describe a location in the school</p> <p>I can describe locations and regions in the school</p> <p>I can tell the difference between human and physical (natural) characteristics of a place</p> <p>I can describe different natural characteristics of places</p> <p>I can explain how and why we change our environment</p> <p>I can explain what it means for people to adapt</p>	<p>aerial perspective, map, globe, land mass, bodies of water, address, absolute location, direction, personal direction, relative location, region, place, human characteristics, physical characteristics, modify, human environmental interaction, adapt, season</p>	<p>Binder with curriculum materials - MC3</p> <p>Tradebooks: My Steps, Window, Me on the Map</p>	<p>Formative Assessment - throughout the unit</p> <p>Summative assessment: district assessment: How do we learn about places?</p>

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessment
History	8 weeks	Unit 4: How do we learn about the past?	<p>H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future and family or school events.</p> <p>H2.0.2 Use a calendar to distinguish among days, weeks, and months</p> <p>H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections</p> <p>H2.0.4 Retell in sequence important ideas and details from stories about families or schools.</p> <p>H2.0.5 Use historical records and artifacts (e.g. photos, diaries, oral histories and videos) to draw possible conclusions about the past</p> <p>H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication</p> <p>H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate the holiday (e.g. Independence Day, Constitution Day, Martin Luther King Jr. Day, President's Day)</p>	<p>How do we learn about the past?</p> <p>How is the past different from now?</p> <p>Why do we celebrate people from the past?</p>	<p>I can identify something that happened in the past, present and future.</p> <p>I can identify days, weeks and months on a calendar.</p> <p>I can put events in chronological order.</p> <p>I understand that everyone has a past.</p> <p>I can explain how we learn about someone's past.</p> <p>I can use clues to tell if a picture is from the past, present or future.</p> <p>I can use clues from pictures and words from people to tell if a story took place in the past.</p> <p>I can describe school in the past and present.</p> <p>I can tell you what a National Holiday is.</p> <p>I can tell if a national holiday celebrates a historic event or person.</p>	<p>history, calendar, month, artifact, historical evidence, national holiday, country</p>	<p>Binder with Curriculum materials - MC3</p> <p>Tradebooks: Home, then and now, School, then and now, Transportation, then and now, Pablo's Tree, My Teacher for President, A Picture Book of Martin Luther King, Jr., Happy Birthday, Martin Luther King, When I was Young in the Mountains, Have you filled a bucket Today?, My Great - Aunt Arizona, Now and Ben, We the Kids</p>	<p>Formative Assessment - throughout the unit</p> <p>Summative Assessment - Unit 4 - Then and Now</p>

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessment
Civics	4 weeks	Unit 5: What is a Citizen?	<p>H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate the day,</p> <p>G1.0.2 Give examples of places that have absolute locations (e.g. home address, school address)</p> <p>C1.0.1 Identify some reasons for rules in school (e.g. provide order, predictability, and safety)</p> <p>C1.0.2 Give examples of the use of power with authority in school (e.g. principal, teacher or bus driver enforcing the rules)</p> <p>C1.0.3 Give examples of the use of power without authority in school (e.g. types of bullying, taking cuts in line)</p> <p>C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g. majority rules)</p> <p>C 2.0.2 Identify important symbols of the United States of America (e.g. Statue of Liberty, Uncle Sam, White House)</p> <p>C5.0.1 Describe some responsibilities people have at home and at school (e.g. taking care of oneself, respecting others, getting along with others)</p>	<p>Why do we need rules?</p> <p>How can we get along with others?</p> <p>How can citizens work together?</p>	<p>I can name three reasons we have rules in school.</p> <p>I can identify a rule at school and tell why it is important.</p> <p>I can explain what fair means.</p> <p>I can tell why fair does not always mean people are treated the same.</p> <p>I can help resolve conflict in school.</p> <p>I understand what rights and responsibilities are.</p> <p>I can explain if a rule is fair or unfair and tell why</p> <p>I can give an example of power with authority in school.</p> <p>I can handle someone who tries to use power without authority.</p> <p>I understand who has the right to enforce rules.</p> <p>I understand that consequences are used to enforce rules.</p> <p>I understand why sometimes people break the rules.</p>	<p>rules, limits, freedom, fair, justice, conflict, vote, majority rule, rights, responsibility, power, authority, enforcement, consequence, reward, punishment, compassion, courage, honesty, protest, symbol, United States of America, citizen, equality, leadership, patriotism, opportunity, impress, continents, neighborhoods, spokesperson</p>	<p>Binder with print materials: MC3 tradebooks: King of the Playground, The Big Orange Splat, Know and Follow Rules, Mean Jean the Recess Queen, Fairness, The Araboolies, The Story about Ping, Second Grade Rules, Amber Brown</p>	<p>Formative: throughout the unit, Summative: Unit 5 assessment: Getting Along with Others</p>

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Civics	4 weeks	Unit 5: What is a Citizen?	C5.0.2 Identify situations in which people act as good citizens in the school community (e.g. thoughtful and respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).		I can explain when I think it is OK to break the rules.			
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P3.1.1 Identify public issues in the school community
P3.1.2 Use graphic data to analyze information about a public issue in the school community
P3.1.3 Identify alternative resolutions to a public issue in the school community.
P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasonable argument.
P4.2.1 Develop and implement an action plan to address or inform others about a public issue
P4.2.2 Participate in fun projects to help or inform others

I can explain why Dr. Martin Luther King Jr. broke the rules.
I can explain how I am a citizen of the US, Grand Blanc, Cook Elementary, our class and my family.
I can name some symbols for the United States of America
I can tell what the US means to me
I can identify and tell my address and give directions
I can suggest rules to help with neighborhood problems
I can decide if a rule is fair or unfair and if a person has the authority to make the rules.
I can explain how conflicts can be resolved in fair ways.
I can think of ways to resolve a neighborhood problem

Second Grade

GBCS Curriculum Guide			GRADE: Second		SUBJECT: Social Studies			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Families	6 weeks	Unit 1: What is a family?	<p>1-G2.0.1 Distinguish between physical (e.g. clouds, trees, weather) and human (e.g. buildings, playgrounds, sidewalks) characteristics of places.</p> <p>2-G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>2-C1.0.1 Explain why people form governments.</p> <p>2-G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</p>	<p>What is a family?</p> <p>What is a community?</p> <p>How do people meet the basic needs of food, clothing, shelter and a sense of belonging with family and community?</p> <p>How are communities different?</p> <p>What makes our community special?</p>	<p>I can explain what a family is.</p> <p>I understand how families meet our basic needs.</p> <p>I can describe characteristics of a community.</p> <p>I can identify human characteristics and physical characteristics of a community.</p> <p>I can explain why communities have governments.</p> <p>I can classify Grand Blanc as a small town, a big city or a suburban community.</p> <p>I can determine what makes Grand Blanc special.</p> <p>I can write about what I think makes Grand Blanc special.</p>	<p>basic needs, businesses, characteristics, city, community, family, government, human characteristics, location, natural characteristics, setting, shelter, small town, suburban community, transportation</p>	Tradebooks: I Live in Brooklyn, All kinds of Families	Formative assessment throughout the unit, no summative district assessment as unit is review of first grade content.

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Geography	6 weeks	Unit 2: Where is my community and what is it like there?	<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> <p>G4.0.1 Describe land use in the community (e.g. where people live, where services are provided, where products are made).</p> <p>G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.</p> <p>G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</p> <p>G5.0.1 Suggest ways 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>G2.0.2 Describe how the local community is part of a larger region (e.g. county, metropolitan area, state).</p>	<p>Where is our community located?</p> <p>What are some physical and human characteristics of our community?</p> <p>How do people change the environment in the local community?</p>	<p>I can draw a map with a map key and symbols.</p> <p>I can explain why directional words are important on a map.</p> <p>I can explain where Grand Blanc is located using location words.</p> <p>I can use a map to determine the natural and human characteristics of a community. I can also find regions where people live, work and play.</p> <p>I can create a map of Grand Blanc using all the important parts of a map.</p> <p>I can explain why transportation is very important in a community.</p> <p>I can identify different kinds of land and water on Earth's surface.</p> <p>I can make a double bubble map to compare Grand Blanc to Waterford.</p> <p>I can explain how changing the natural characteristics of a community can help or hurt the community.</p> <p>I can identify bigger regions that Grand Blanc is a part.</p>	<p>map, symbol, map key, north, south, east, west, land use, region, movement, transportation, landform, bodies of water, wetland, consequences, positive consequences, negative consequences, continent, state, country, world,</p>	<p>Tradebooks: Where do I Live, On the Go, There's a map in my lap, Follow that map</p>	<p>Formative assessment throughout the unit, summative assessment: common unit 2</p>

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Government	6 weeks	Unit 3: How do Citizens live together in a community?	<p>G4.0.3 Use components of culture (e.g. foods, language, religion, traditions) to describe diversity in the local community.</p> <p>C1.0.1 Explain why people form governments.</p> <p>C3.0.2 Use examples to describe how local government affects the lives of its citizens.</p> <p>C3.0.3 Identify services commonly provided by local governments (e.g. police, fire departments, schools, libraries, parks).</p> <p>C3.0.1 Give examples of how local governments make, enforce and interpret laws (ordinances) in the local community.</p> <p>C3.0.2 Use examples to describe how local government affects the lives of its citizens.</p> <p>C1.0.2 Distinguish between government action and private action.</p> <p>C3.0.3 Identify services commonly provided by local governments (e.g. police, fire departments, schools, libraries, parks).</p> <p>C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.</p> <p>C5.0.1 Identify ways citizens participate in community decisions.</p> <p>C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</p> <p>C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.</p>	<p>What is the purpose of government?</p> <p>What does our local government do?</p> <p>What are important roles and responsibilities of citizens in a community?</p>	<p>I know what diversity means in a community.</p> <p>I can explain several reasons why people form governments.</p> <p>I can explain why a community needs laws.</p> <p>I can identify who Grand Blanc's mayor is and explain their job.</p> <p>I can explain the three parts of Grand Blanc's government.</p> <p>I can name services provided by our local governments.</p> <p>I can explain what individual rights and common good mean.</p> <p>I can name services provided by our local government.</p> <p>I can explain what individual rights and common good mean.</p> <p>I understand how individual rights can conflict with common good.</p> <p>I can give examples of personal and civic responsibilities in our community.</p> <p>I can discuss a community issue.</p> <p>I know how to show patriotism.</p>	<p>diversity, laws, community services, rules, mayor, city council, court, branches of government, government action, private action, local government, state government, national government, common good, core democratic values, individual rights, citizen, civic responsibility, patriotism, Pledge of Allegiance</p>	<p>Tradebooks: Duck for President, Grace for President, Old Henry, Community Helpers from A to Z</p>	<p>Formative assessment through the unit</p> <p>Summative assessment Common Unit 3</p>

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Economics	6 weeks	Unit 4: How do people work together in a community?	<p>E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</p> <p>E1.0.1 Identify the opportunity cost involved in a consumer decision.</p> <p>E1.0.4 Describe the natural, human, and capital resources needed for production of a good or service in a community.</p> <p>E1.0.2 Identify businesses in the local community.</p> <p>E1.0.3 Describe how businesses in the local community meet economic wants of consumers.</p> <p>E1.0.5 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.</p>	<p>How do scarcity, choice, and opportunity cost impact economic decision making?</p> <p>How do people and businesses interact to meet economic wants?</p>	<p>I can explain why people cannot have everything they want.</p> <p>I understand what opportunity cost is when I buy something.</p> <p>I can identify the natural resources needed to make a good or service.</p> <p>I can explain the difference between a natural, human and capital resources.</p> <p>I can name some businesses in my local community.</p> <p>I can name some businesses in my local community and tell what economic want it meets.</p> <p>I understand why people trade.</p>	<p>choice, economic wants, scarcity, opportunity cost, human resources, capital resources, limited resources, unlimited wants, business, specialization, trade</p>	<p>Tradebooks: The Goat in the Rug, Sam and the Lucky Money, From Tree to Paper, If you Take a Mouse to School, Pancakes, Pancakes, Walter the Baker</p>	<p>Formative assessment throughout the unit, Summative assessment: District Unit 4</p>

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
History	6 weeks	Unit 5: How do communities change?	<p>H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p>H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.</p> <p>H2.0.4 Describe changes in the local community over time (e.g. types of businesses, architecture and landscape, jobs, transportation, population).</p> <p>H2.0.3 Use an example to describe the role of the individual in creating history.</p> <p>H2.0.2 Explain why descriptions of the same event in the local community can be different.</p> <p>H2.0.5 Identify a problem in a community's past and describe how it was resolved.</p> <p>G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.</p> <p>H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g. data gathered from local residents, artifacts, photographs)</p> <p>H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p>	<p>How do historians study the past?</p> <p>How can an individual impact history?</p> <p>How do communities change over time?</p>	<p>I know what history is.</p> <p>I can explain how we gather information about our community's history.</p> <p>I can read a timeline and make a timeline.</p> <p>I can describe changes in a local community over time.</p> <p>I can describe changes in Grand Blanc over time.</p> <p>I understand how a person can help shape history.</p> <p>I can explain positive and negative consequences of changing a community.</p> <p>I can write about Grand Blanc history using more than one source.</p>	<p>past, present, history, historian, artifact, timeline, American Indians, President,</p>	<p>Tradebooks: Oxcart Man, Lorax, A River ran Wild, House on Maple Street</p>	<p>Formative assessment throughout the unit, Summative assessment: District Unit 5</p>

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Citizenship	6 weeks	Unit 6: How can a citizen affect a community?	<p>C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</p> <p>C5.0.3 Design and participate in community improvement projects that help or inform others.</p> <p>P4.2.2 Participate in projects to help or inform others</p> <p>C5.0.1 Identify ways citizens participate in community decisions.</p> <p>P3.1.1 Identify public issues in the local community 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 local community and evaluate alternative resolutions.</p> <p>P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.</p> <p>P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument</p>	<p>What is a good citizen?</p> <p>How do people work together to solve community issues?</p>	<p>I know why personal and civic responsibilities are important in a community.</p> <p>I understand how citizens participate in community decisions.</p> <p>I can identify a public issue in a community.</p> <p>I can take a position about a public issue.</p> <p>I can express my opinion about a public issue.</p> <p>I can be a part of a community project.</p>	<p>citizen, citizen responsibility, issue, public issue, point of view, to take a position,</p>	<p>Tradebooks: Giant Jam Basket</p>	<p>Formative assessment throughout the unit, Summative assessment: District Unit 6</p>

Third Grade

GBCS Curriculum			GRADE: Third	SUBJECT: Social Studies				
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Michigan Geography	1 marking period	Unit 1: Michigan Geography	<p>G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative location 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>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 (e.g. Great Lakes region, Midwest).</p> <p>G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.</p> <p>G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan.</p>	How does the geography of Michigan affect the way people live?	<p>I can show the cardinal directions in my classroom.</p> <p>I can show the cardinal directions on a Michigan map.</p> <p>I can find the compass rose on a map.</p> <p>I can use a physical map/ precipitation map/elevation map to show physical/human characteristics of Michigan.</p> <p>I can tell you what a region is.</p> <p>I can identify the regions that Michigan belongs to.</p> <p>I can describe the regions that Michigan belongs to.</p> <p>I can tell you what natural resources are found in Michigan.</p> <p>I can tell you where a natural resource is found in Michigan.</p> <p>I can tell you what we use a natural resource for in Michigan.</p> <p>I can tell you the consequences of using natural resources.</p> <p>I can describe how people adapt to natural resources in Michigan. I can tell you how people use the natural resources found in Michigan. I can tell you how people modify the natural resources found in Michigan.</p>	<p>Fresh water, population, Great Lakes region, natural resource, land use, region, human characteristic, natural characteristic, use, adapt, landform, precipitation, compass rose, cardinal directions (N,S,E,W)</p>	<p>Materials from previous study: Nystrom desk maps, pull down Michigan map, The Mitten: the Mighty Mac, Michigan: Regions and Resources, Resources to Riches,</p> <p>New materials: McGraw Hill Chapter 1 Geography of Michigan, Michigan windows: issues 3 and 4, inflatable write on globe</p>	formative assessment throughout the unit, Summative assessment: district assessment unit 1

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Early History of Michigan	2nd marking period	Unit 2: Exploration, colonization and settlement in Michigan	<p>H3.0.1 Identify questions historians ask in examining the past in Michigan (What happened? When did it happen? Who was involved? How and why did it happen?)</p> <p>H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.</p> <p>H3.0.4 Draw upon traditional stories of American Indians (a.g. Anishinabeg - Ojibway (Chippewa) Odawa (ottawa), Potawatomi, Menominee, Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.</p> <p>H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used and modified their environment.</p> <p>H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers 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.</p> <p>H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).</p> <p>H4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors.)</p> <p>H5.0.2 Describe how people adapt to, use and modify the natural resources of Michigan.</p>	How has the early history of Michigan influenced the way we live?	<p>I can tell you the types of questions that historians might ask.</p> <p>I can show you how historians use primary/secondary sources to answer questions about the past.</p> <p>I can use Michigan Indian legends to show how they explained things in nature.</p> <p>I can use evidence from informational texts to show how Michigan Indians use/adapted to/modified their environment.</p> <p>I can describe interactions between Indians and Europeans using a variety of sources.</p> <p>I can describe how the ideas/actions of individuals affected the history of Michigan.</p> <p>I can create a timeline to sequence early Michigan history.</p> <p>I can describe different groups of people that came into Michigan and tell you the reasons why they came.</p> <p>I can describe how people adapted to, used, and modified the natural resources of Michigan.</p>	European, priest, Three Fires, primary source, secondary source, explorers, portage, culture, trading post canoe, sand dunes, decade, mission, legend, Anishinabeg, century, Father Marquette, environment, settlement, Hopewell, American Indian, event	<p>old materials: Michigan mittens: Father Marquette, Mighty Mac, Fur Trade, The Three Fires, Huron Indians, Pioneer Life, Pontiac's Rebellion, Northwest Ordinance, Michigan Native People, Michigan History, Encounter, Eating the Plates as a read aloud</p> <p>new materials: McGraw Hill chapters 2-3, Michigan windows: issues 1,2,7,8,9</p>	Formative Assessment throughout the unit Summative Assessment: district assessment unit 2

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Government	3rd marking period	Unit 3: A Growing Population leads to Statehood	<p>H3.0.3 Describe the causal relationships between three events in Michigan's past (e.g. Erie Canal, more people come, statehood)</p> <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>H3.0.9 Describe how Michigan attained statehood.</p> <p>C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g. protecting individual rights, promoting the common good, ensuring equal treatment under the law).</p> <p>C2.0.1 Describe how Michigan state government reflects the principle of representative government.</p> <p>C3.0.1 Distinguish between the roles of state and local government.</p> <p>C3.0.2 Identify goods and services provided by the state government and describe how they are funded (e.g. taxes, fees, fines.)</p> <p>C3.0.3 Identify the three branches of state government in Michigan and the powers of each.</p> <p>C3.0.4 Explain how state courts function to resolve conflict.</p> <p>C3.0.5 Describe the purpose of the Michigan Constitution.</p> <p>C5.0.1 Identify rights (e.g. freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g. respecting the rights of others, voting, obeying the laws.)</p>	<p>How did people in Michigan work together to meet new challenges?</p> <p>How has the government in Michigan responded to the needs of the people?</p>	<p>I can describe the cause and effect of events.</p> <p>I can use primary and secondary sources to write about daily life in settlements in Michigan.</p> <p>I can tell you how Michigan gained statehood.</p> <p>I can tell you how Michigan's government fulfills the purposes of government.</p> <p>I can describe how Michigan's government reflects the principle of representative government.</p> <p>I can tell you the roles of state and local government.</p> <p>I can identify goods and services that are provided by our state government.</p> <p>I can tell you how our state government funds goods and services.</p> <p>I can tell you the three branches of state government and what powers they have.</p> <p>I can tell you how the state courts settle issues between people.</p> <p>I can describe the purpose of Michigan's Constitution.</p> <p>I can tell you the rights that citizens have and the responsibilities that they have.</p>	<p>Core Democratic Values, citizenship, cause and effect, goods, executive branch, state courts, Constitution, Erie Canal, responsibilities of citizens, individual rights, equality, statehood, services, judicial branch, conflicts, responsibility, governor, hardship, common good, representative government, Northwest Ordinance, taxes, legislative branch, resolve, property, rights of citizens</p>	<p>old resources: Next Spring an Oriole - classroom set in library, A Place called Home, This is our Government (video), Booklet: State and Local Government, Mitten: Pioneer Life, Mitten: The Toledo War, Michigan History for Kids: Statehood, Government, Erie Canal website: http://www.epodunk.com/routes/erie-canal/index.html#MC3 unit on government, new materials: McGraw Hill: chapters, 4,6,10, Michigan windows: issues 9,10,11,12,13</p>	<p>formative assessment: throughout the unit summative assessment: district unit assessment 3</p>

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Economics	4th marking period	Unit 4: Michigan Today	<p>G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture (e.g. corn, cherries, dairy), manufacturing (e.g. automobiles, wood products), services and tourism, research and development (e.g. Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.</p> <p>G4.0.2 Describe diverse groups that have come 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> <p>G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.</p> <p>E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.</p> <p>E1.0.2 Identify incentives (e.g. sales, tax breaks) that influence economic decisions people make in Michigan.</p> <p>E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development (e.g. how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing and furniture making).</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 business development in Michigan's economic future.</p> <p>E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida, oranges grown in Florida are sold in Michigan.)</p> <p>E3.0.1 Identify products produced in other countries and consumed by people in Michigan.</p> <p>P3.1.1 Identify public issues in Michigan 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 Michigan and evaluate alternative resolutions.</p> <p>P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issues in Michigan.</p> <p>P3.3.1 Compose a paragraph expressing a position on a public policy issue 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 argument.</p> <p>P4.2.2 Participate in projects to help or inform others.</p>	<p>What do people consider in deciding what to produce and consume in Michigan?</p> <p>How do state and national governments work to solve problems that citizens face?</p>	<p>I can describe major kinds of economic activity in Michigan.</p> <p>I can tell you why economic activities are located in certain places.</p> <p>I can describe the different groups of people that have come into Michigan and tell you why they came.</p> <p>I can describe the movement of goods and services in Michigan and can tell you why they move that way.</p> <p>I can describe modern Michigan Indian life in Michigan and can tell you how they continue their traditions.</p> <p>I can tell you about scarcity, opportunity costs and choices and how they effect what is produced and consumed in Michigan.</p> <p>I can identify incentives that influence economic decisions.</p> <p>I can analyze how Michigan's location and natural resources have determined economic development.</p> <p>I can tell you how entrepreneurs combine natural, human and capital resources to produce goods and services in Michigan.</p> <p>I can explain the role of business in Michigan's future.</p> <p>I can use a Michigan product to show how specialization leads to increased interdependence.</p> <p>I can identify products made in other countries and consumed by the people of Michigan.</p> <p>I can identify public issues.</p> <p>I can use graphic data and other sources to find information about a public policy.</p> <p>I can give examples of conflicts over how core democratic values lead people to differ in resolution to public issues.</p> <p>I can write a paragraph expressing a position on</p>	<p>agriculture, manufacturing, tourism, research and development, culture, incentive, movement, scarcity, opportunity cost, choice, producer, consumer, location, entrepreneurs, natural resources, human resources, capital resources, goods, services, specialization, interdependence</p>	<p>MC3 third grade unit on economics and Inquiry (wind energy)</p> <p>McGraw Hill chapter 6,7,9</p> <p>Michigan's Windows</p> <p>issues:14,15,16,17,18</p>	<p>formative assessment: throughout the unit</p> <p>summative assessment: district unit assessment 4</p>

Fourth Grade

GBCS Curriculum			GRADE: Fourth		Social Studies			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Economics	10 weeks	Unit 1 Economics	<p>E1.0.1 Identify questions economists ask in examining the US (e.g. What is produced. How is it produced? Who gets what is produced?)</p> <p>E1.0.2 Describe some characteristics of a market economy (e.g. private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).</p> <p>E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.</p> <p>E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).</p> <p>E1.0.5 Explain how specialization and division of labor increase productivity (e.g. assembly line).</p> <p>E1.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (supply and demand).</p> <p>E1.0.7 Describe the exchange of goods and services and the role of money (circular flow model).</p> <p>E1.0.8 Explain why public goods (e.g. national monuments, interstate highways, public libraries, public parks) are not privately owned.</p> <p>E2.0.1 Explain how changes in the US economy impact levels of employment and unemployment (e.g. changing demand for natural resources, changes in technology, changes in competition).</p> <p>E3.0.1 Describe how global competition affects the national economy (e.g. offshoring of jobs, increased supply of consumer goods, opening new markets, quality controls).</p> <p>H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities.</p> <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>H3.0.4 Describe how the relationship between the location of natural resources and the location of industries affected the location and growth of Michigan cities.</p> <p>H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or related activity in the past.</p> <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>H3.0.7 Describe past and current threats to Michigan's natural resources, describe how Michigan worked in the past and continues to work today to protect its natural resources</p>	<p>What questions do economists ask and how do their answers describe the US?</p> <p>How do the characteristics of a market economy influence economic decision-making?</p> <p>How does competition affect the economy in the US?</p>	<p>I can tell you what questions an economist might ask, when studying the economy.</p> <p>I can explain the characteristics of a market economy.</p> <p>I can explain how positive and negative incentives influence behavior in the market place.</p> <p>I can explain how price affects decisions when people buy and sell goods and services.</p> <p>I can tell you how competition among buyers result in higher prices and how competition among sellers results in lower prices.</p> <p>I can describe the circular flow model.</p> <p>I can tell you why public goods are not owned privately.</p> <p>I can explain how changes in the US economy impact levels of employment and unemployment.</p> <p>I can explain how global competition affects the national economy.</p>	<p>Representative, President, Cabinet, Supreme Court, checks and balances, veto, override, judicial review, unconstitutional, Bill of rights, amendment, individual rights</p>	<p>MC3 Curriculum contained in a binder (online as well)</p>	<p>formative assessment throughout the unit</p> <p>Summative assessment: district unit 1</p>

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Civics	16 weeks	Unit 2 Government	<p>C1.0.1 Identify questions that political scientists ask (e.g. What does government do? What are the basic values and principles of American democracy? What are the roles of the citizen in American democracy?) Describe the purposes of government as identified in the Preamble of the Constitution.</p> <p>C2.0.2 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>C2.0.2 Describe how rights guaranteed by the Constitution and the Bill of Rights, and Core 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> <p>C3.0.2 Give examples of powers granted to the federal government (e.g. coining of money, declaring war) and those reserved for the states (e.g. driver's license, marriage license).</p> <p>C3.0.3 Describe the organizational structure of the federal government in the US (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 powers of the federal government.</p> <p>C3.0.6 Describe how the President, members of Congress, and justices of the Supreme Court come to power (e.g. elections versus appointments)</p> <p>C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.</p> <p>C5.0.1 Explain responsibilities of citizenship.</p> <p>C5.0.2 Explain the rights of citizenship, why rights have limits, and the relationship between rights and responsibilities.</p> <p>C5.0.3 Describe ways citizens work together to promote the values and principles of American democracy.</p>	<p>What questions do political scientists ask when studying government?</p> <p>Why do we need government?</p> <p>What rights do we have as a citizen of the US?</p> <p>What responsibilities do we have as citizens of the US?</p> <p>How is our government organized?</p> <p>What kind of government do we have?</p>	<p>I can tell you what kinds of questions that political scientists might ask when studying government.</p> <p>I can explain the purposes of government as the Preamble of the Constitution states.</p> <p>I can tell you how the principles of popular sovereignty, rules of law, checks and balances, separation of powers, and individual rights limit the federal government.</p> <p>I can tell you the powers of the federal government and which ones are reserved for the states.</p> <p>I can describe the structure of the federal government and tell you about the three branches.</p> <p>I can tell you how the powers of federal government are divided among the three branches.</p> <p>I can explain how checks and balances limit the power of the federal government.</p> <p>I can tell you how the President, members of Congress and justices of the Supreme Court come to power.</p> <p>I can explain how the federal government uses taxing and spending to serve the purposes of government.</p> <p>I can explain the responsibilities of citizenship.</p> <p>I can explain the rights of citizenship, why those rights have limits and the relationship between rights and responsibilities.</p> <p>I can describe ways that citizens work together to promote values and principles of democracy.</p>	<p>government, federal government, Constitution, Preamble, Founders, popular sovereignty, core democratic values, limited government, republic, representative government, the common good, constitutional government, laws, rule of law, levels of government, shared powers, reserved powers, delegated powers, separation of powers, branches of government, legislative branch, executive branch, judicial branch, Senator, Bill of Rights, individual rights, freedom of expression, freedom of speech, freedom of the press, freedom of assembly, freedom of petition, freedom of religion, justice, civic responsibilities, jury, taxes, voting, public goods and services, republic, public issue, point of view, liberty, equality, diversity, informed decision</p>	<p>MC3 Curriculum contained in a binder (online as well)</p> <p>Unit 1 Our Federal Government</p> <p>Unit 6 Rights and Responsibilities of Citizenship</p>	<p>Formative assessment throughout the unit</p> <p>Summative assessment: district unit 2</p>

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Geography	9 weeks	Unit 3 Physical and Human Geography	<p>G1.0.1 Identify questions geographers ask in examining the US (e.g. Where is it? What is it like there? Why is it there? How is it connected to other places?)</p> <p>G1.0.2 Identify and describe characteristics and purposes (e.g. measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g. globe, map, satellite image).</p> <p>G1.0.3 Use geographic tools and technologies, stories, songs and pictures to answer geographic questions about the US.</p> <p>G1.0.4 Use maps to describe elevation, climate and patterns of population density in the US.</p> <p>G1.0.5 Use hemispheres, continents, oceans and major lines of latitude to describe the relative location of the US on a world map.</p> <p>G2.0.1 Describe ways in which the US can be divided into different regions (e.g. political regions, economic regions, landform regions, vegetation regions.)</p> <p>G2.0.2 Locate and describe human and physical characteristics of major US regions and compare them to the Great Lakes Regions</p> <p>G4.0.1 Use a case study or story about migration within or to the US to identify push and pull factors (why they left, why they came) that influenced the migration.</p> <p>G4.0.2 Describe the impact of immigration to the US on the cultural development of different places or regions of the US (e.g. forms of shelter, language, food)</p> <p>G4.0.3 Describe some of the movements of resources, goods, people, jobs and information to, from or within the US, and explain the reasons for the movements.</p> <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 the United States.;</p> <p>G5.0.1 Assess the causes and positive and negative consequences of human activities in different parts of the country (e.g. agriculture, forestry, urban, and suburban development).</p> <p>P3.1.1 Identify public issues in the US 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 US and evaluate alternative resolutions.</p> <p>P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the US</p> <p>P3.3.1 Compose a brief essay expressing a position on a public policy issue in the US 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>	How does our environment affect our daily lives?	<p>I can tell you the types of questions that geographers ask when studying the world.</p> <p>I can identify and describe tools used to study geography</p> <p>I can use geographic tools to answer questions about the US.</p> <p>I can use maps to describe elevation, climate and population density in the US.</p> <p>I can use hemispheres, continents, oceans and patterns of population density to describe relative location of the US.</p> <p>I can tell you how the US can be divided into different regions.</p> <p>I can locate and describe human and physical characteristics of major US regions.</p> <p>I can compare different US regions to the Great Lake region.</p> <p>I can use a story about migration to describe the push or pull factors.</p> <p>I can describe the effect of immigration on people, jobs and information within the US.</p> <p>I can compare and evaluate the positive and negative consequences of human activities in different parts of the country.</p> <p>I can describe ideas and actions of people involved in the Underground Railroad.</p> <p>I can identify public issues in the US the influence lives of its citizens.</p> <p>I can use graphic data to analyze info about a public issue.</p> <p>I can give examples of how conflicts over core democratic values lead to different resolutions to a public policy issue.</p> <p>I can compose a brief essay expressing a position on</p>	<p>geographer, artifacts, cardinal directions, latitude, elevation landforms, migration, political regions, diverse, vegetation regions, immigration, Immigrants, interactions, European Americans, environment, natural features, intermediate directions, scale, climate, economic regions, human characteristics, Latinos, African Americans, constructed features, compass rose, satellite image, population density, landform regions, physical characteristics, Native Americans, Asian Americans</p>	<p>TCI textbook: Regions of our Country MC3: Rights and Responsibilities of Citizenship, Michigan History Coming to America, The Great Migration, Kids Discover: Immigration</p>	<p>formative assessment throughout the unit, summative assessment: district unit 3</p>

Fifth Grade

GBCS Curriculum			GRADE: Fifth	SUBJECT: Social Studies				
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
US History	9 weeks	Unit 1: Three cultures interact in North America	<p>U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).</p> <p>U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.</p> <p>U1.1.3 Describe Eastern Woodland American Indian life with respect to government and family structures, trade, and views on property ownership and land use.</p> <p>U1.2.1 Explain the technological (e.g. invention of the astrolabe and improved maps) and political developments (e.g. rise of nation-states) that made sea exploration possible.</p> <p>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 (e.g. economic, political, cultural and religious).</p> <p>U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).</p> <p>U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economies (the ways people make a living), family structures, and the growth of states, towns, and trade.</p> <p>U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.</p> <p>U1.4.2 Use primary and secondary sources (e.g. letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans, Americans Indians and Africans.</p> <p>U1.4.4 Describe the Colombian Exchange and its impact on Europeans, American Indians and Africans.</p>	How does natural resources and the use of natural resources affect cultures and interactions between cultures?	<p>I can tell you where the American Indian culture groups were located in North America.</p> <p>I can compare how the southwest and Northwest Indians adapted or modified their environment.</p> <p>I can tell you about Eastern Woodland life, government, family structure, trade and views on property ownership and land use.</p> <p>I can tell you how inventions, new technology and political developments made sea exploration possible.</p> <p>I can tell you about the European explorers and why they were exploring and setting up colonies.</p> <p>I can show you where the regions of Africa are on a map.</p> <p>I can tell you how the people of western Africa, before the 16th century, lived, made a living and how towns grew in Africa.</p> <p>I can tell you how the Europeans, Africans and American Indians came together and how they felt about it.</p> <p>I can tell you what it was like when the American Indians met the Europeans.</p> <p>I can explain the Colombian Exchange and how it affected the Europeans, Indians and Africans.</p>	<p>culture, nomadic, astrolabe, environment, cultural regions, representative government, Iroquois League, migration routes, Colombian Exchange, slave trade, gatherers, compass, artifacts</p>	<p>Pearson worktext</p> <p>Historical Atlas set</p> <p>If you Lived with Iroquois</p> <p>MC3 Unit on Africa</p> <p>When Cultures Meet</p> <p>Columbus in the Americas</p> <p>Defenders</p> <p>Last of the Mohicans</p> <p>Sign of the Beaver</p> <p>Pearson leveled readers: Queen Isabella, Chief Joseph</p>	formative: throughout the unit summative: unit 1 district

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
US History	9 weeks	Unit 2: Settlement of colonial America	<p>U2.1.1 Describe significant developments in the southern colonies, including:</p> <ul style="list-style-type: none"> -patterns of settlement and control including the impact of geography (landforms and climate) on settlement -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) -development of colonial representative assemblies (House of Burgesses) -development of slavery <p>U2.1.2 Describe significant developments in the New England colonies, including:</p> <ul style="list-style-type: none"> -patterns of settlement and control including the impact of geography (landforms and climate) on settlement -relations with American Indians (e.g. Pequot/King Phillip's War) -growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies -development of government including establishment of town meetings, development of colonial legislatures and growth of royal governments -religious tensions of Massachusetts that led to the establishment of other colonies in New England <p>U2.1.3 Describe significant developments in the Middle Colonies including:</p> <ul style="list-style-type: none"> -patterns of settlement and control including the impact of geography (landforms and climate) on settlement -growth of Middle Colonies economies (e.g. breadbasket) -Dutch settlements 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 <p>U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England colonies and the Middle colonies</p> <p>U2.2.1 Describe the Triangular Trade, including the trade routes, the people and goods that were traded, the Middle Passage and its impact on life in Africa</p> <p>U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies</p> <p>U2.2.3 Describe how Africans living in North America drew upon their African past (e.g. sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture</p> <p>U2.3.1 Locate the New England, Middle and Southern colonies on a map</p> <p>2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g. wealthy landowners, farmers, merchant, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians)</p> <p>U2.3.4 Describe the development of the emerging labor force in the colonies (e.g. cash crop farming, slavery, indentured servants)</p>	<p>How does geography affect the economy of a region?</p> <p>How did jobs and income affect colonial life?</p>	<p>I can tell you why and where people settled in the southern colonies</p> <p>I can tell you about the settlement of Jamestown</p> <p>I can explain the one crop economies of the south</p> <p>I can describe the role of the American Indians in southern colonial life</p> <p>I can describe the development of colonial representative assemblies</p> <p>I can describe the development of slavery</p> <p>I can describe patterns of settlement in the New England colonies</p> <p>I can describe relations with the American Indians in the New England colonies</p> <p>I can describe the growth of agriculture and non-agriculture economies</p> <p>I can tell you about the establishment of town meetings, and development of colonial legislatures</p> <p>I can describe the religious tension in Massachusetts and what happened because of it</p> <p>I can describe settlement patterns in the middle colonies</p> <p>I can describe the growth of middle colonies economies</p> <p>I can tell you about the Dutch settlements and English takeover</p> <p>I can tell you about immigration patterns in the Middle colonies</p> <p>I can compare the settlement patterns of the Southern, Middle and New England colonies</p> <p>I can describe triangular trade routes, the people and goods that were traded, the Middle Passage, and the impact on African life</p> <p>I can describe the life of enslaved and free Africans in the American colonies</p> <p>I can describe how the Africans, living in America drew upon their African past to develop a distinct African American culture</p> <p>I can locate the New England, Middle and Southern colonies on a map</p> <p>I can describe colonial life from different perspectives</p> <p>I can describe the development of the emerging work force in the colonies</p> <p>I can make generalizations about reasons for regional differences in colonial America</p> <p>I can tell you how the British and French interactions with the American Indians were different</p>	<p>pattern of settlement, House of Burgesses, triangular trade, Jamestown, cash crops, town meetings, indentured servants, climate, economy, Powhatan, Middle Passage, William Penn, plantations, Roger Williams, Mayflower Compact</p>	<p>Pearson worktext Historical Atlas set Sign of the Beaver When Cultures Meet - set of 6</p>	<p>formative: throughout the year summative: unit 2 assessment</p>

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
US History	9 weeks	Unit 3: American Revolution	<p>U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775 and colonial dissatisfaction with the new policy.</p> <p>U3.1.2 Describe the causes and effects such as the Stamp Act, Boston Tea Party, the Intolerable Acts and the Boston Massacre.</p> <p>U3.1.3 Using an event from the Revolutionary era (e.g. Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government)</p> <p>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)</p> <p>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</p> <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>U3.1.7 Describe how colonial experiences with self government (e.g. Mayflower compact, House of Burgesses, Declaration of Independence and town meetings) and ideas about government influenced the decision to declare independence</p> <p>U3.1.8 Identify a problem confronting people in the colonies, identifying alternative choices for addressing the problem with possible consequences, and describe the course of action taken</p> <p>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</p> <p>U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and the Battle of Yorktown in the American Revolution.</p> <p>U3.2.3 Compare the role of women, African Americans, American Indians and France in helping shape the outcome of the war</p>	Why did the colonists want to be free of British and how did they achieve it?	<p>I can tell you the reasons for conflict between the British and the colonists.</p> <p>I can tell you the difference between using power with and without authority</p> <p>I can describe the role that the First and Second Continental Congress had in unifying the colonies</p> <p>I can tell you why the colonists want to separate from Great Britain</p> <p>I can tell you some roles that individuals played in creating history during Revolutionary times</p> <p>I can identify a problem confronting the colonists and tell you alternatives for solving the problem with possible consequences and tell you the course that they took.</p> <p>I can tell you the strengths and weaknesses of the British and the continental Army</p> <p>I can tell you the importance of specific battles on the Revolutionary War</p> <p>I can tell you some of the roles groups of people played in creating history</p>	<p>quartering, boycott, import, revolution, militia, Act, loyalist, Parliament, debt, Patriot, traitor, ally, repeal, Common Sense</p>	<p>Historical Atlas set</p> <p>Pearson worktext</p> <p>Declaration of Independence - set of 6</p> <p>Discovery Education videos: Liberty Kids, animated series.</p> <p>Heros: the Road to Revolution, events leading to war, Declaration of Independence, Valley Forge, Yorktown, Saratoga, Winter of Red Snow, The Revolutionary War - winter at Valley Forge, Six Revolutionary figures</p> <p>The Woodsrunner by Gary Paulsen - read a loud or literature circles</p> <p>Pearson leveled readers: Ann Hutchinson with ch 4 and Ben Franklin with ch5</p>	<p>formative: throughout the year</p> <p>summative: district unit assessment</p>

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
US History	9 weeks	Unit 4: New Government	<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 (e.g. lack of a national army, competing currencies, reliance on state governments for money).</p> <p>U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written</p> <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 (Great Compromise, Three-Fifths Compromise)</p> <p>U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g. fear of a strong executive, representative government, importance of individual rights)</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 (e.g. enumerated and reserved powers)</p> <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 found in the First, Second, Third and Fourth Amendments to the United States Constitution</p> <p>P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional and ethical questions.</p> <p>P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.</p> <p>P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.</p> <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>	How did the Framers create a new government that limited power and protected individual rights?	<p>I can explain the powers given to the national and state governments under the Articles of Confederation</p> <p>I can explain problems the country faced under the Articles of Confederation</p> <p>I can explain why the Constitutional Convention was convened and why the Constitution was written</p> <p>I can describe issues over representation and slavery the framers faced and how they addressed those issues in the Constitution</p> <p>I can give you reasons why the Framers wanted to limit the power of government</p> <p>I can describe federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution</p> <p>I can explain the concern people had about individual rights and why they wanted the Bill of Rights added</p> <p>I can explain the rights found in the First through Fourth Amendments</p> <p>I can identify current public issues related to the Constitution</p> <p>I can use data to analyze information about a current issue and evaluate the alternatives</p> <p>I can give examples of conflicts over core democratic values and how it can lead to differing opinions</p> <p>I can compose a short essay expressing a position on a current event</p> <p>I can develop and implement an action plan and know how, when and where to inform others</p> <p>I can participate in projects to help and inform others.</p>	<p>Democracy, Federalism, legislative, Articles of Confederation, Great Compromise, executive, judicial, Constitution, Bill of Rights, Amendment, Constitutional Convention, framers, Three-Fifths Compromise</p>	<p>The Constitution - et of 6</p> <p>The Bill of Rights - set of 6</p> <p>www.Congress4kids</p> <p>www.Ben's guide to government</p> <p>Pearson worktext</p>	<p>formative: throughout the year</p> <p>summative: district unit assessment</p>