



## 3RD-5TH GRADE OVERVIEW

3rd-5th Grade-Specific Contexts		
3rd	Michigan Studies	Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies.
4th	U.S. Studies	Using the context of the state of Michigan post statehood and the United States, 4th grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics organized by topic, region, or issue.
5th	Integrated U.S. History	Building upon the geography, civics and government, and economics concepts of the United States mastered in 4th grade and historical inquiry from earlier grades, the 5th grade expectations begin a more discipline-centered approach concentrating on the early history of the United States. Students begin their study of American history with Indigenous Peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students' understanding of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

### 3rd-4th Grade Social Studies Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
<p><b>Living and Working Together</b></p> <p>Use historical thinking to understand the past in the local community.</p> <p><b>Michigan History</b></p> <p>Use historical thinking to understand the past in Michigan.</p>	<p><b>The World in Spatial Terms</b></p> <p>Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p><b>Places and Regions</b></p> <p>Understand how regions are created from common physical and human characteristics.</p> <p><b>Human Systems</b></p> <p>Understand how human activities help shape the Earth's surface.</p> <p><b>Environment and Society</b></p> <p>Understand the effects of human-environment interactions.</p>	<p><b>Purposes of Government</b></p> <p>Explain why people create governments.</p> <p><b>Democratic Values and Constitutional Principles of American Government</b></p> <p>Understand Democratic Values and Constitutional Principles of American government.</p> <p><b>Structure and Function of Government</b></p> <p>Describe the structure of government in the United States and how it functions.</p> <p><b>Civic Participation</b></p> <p>Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.</p>	<p><b>Market Economy</b></p> <p>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p><b>National Economy</b></p> <p>Use fundamental principles and concepts of economics to understand economic activity in the United States.</p> <p><b>International Economy</b></p> <p>Use fundamental principles and concepts of economics to understand economic activity in the global economy.</p>	<p><b>Identifying and Analyzing Public Issues</b></p> <p>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p><b>Persuasive Communication</b></p> <p>Communicate a reasoned position on a public issue.</p> <p><b>Civic Participation</b></p> <p>Act constructively to further the public good.</p>

### 5th Grade Integrated U.S. History Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Civic Participation
<p><b>U1 USHG Era 1</b> Beginnings to 1620</p> <p><b>U2 USHG Era 2</b> Colonization and Settlement</p> <p><b>U3 USHG Era 3</b> Revolution and the New Nation</p>	<p><b>G Geographic Perspective</b></p> <ul style="list-style-type: none"> <li>• The World in Spatial Terms</li> <li>• Places and Regions</li> <li>• Physical Systems</li> <li>• Human Systems</li> <li>• Environment and Society</li> </ul>	<p><b>C Civic Perspective</b></p> <ul style="list-style-type: none"> <li>• Purposes of Government</li> <li>• Roles and Functions of Government</li> <li>• Democratic Values and Constitutional Principles in American Democracy</li> <li>• Civic Participation</li> </ul>	<p><b>E Economic Perspective</b></p> <ul style="list-style-type: none"> <li>• Individual, Business, and Government Choices</li> <li>• Economic Systems</li> </ul>	<p><b>P Public Discourse, Decision Making, and Civic Participation</b></p> <ul style="list-style-type: none"> <li>• Identifying and Analyzing Public Issues</li> <li>• Persuasive Communication</li> <li>• Civic Participation</li> </ul>

## THE ARC OF INQUIRY: GRADES 3-5

**Dimension 1: Developing Questions and Planning Inquiries** Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

**Individually and collaboratively, students construct compelling questions and:**

- explain why compelling questions are important to others (e.g., peers, adults).
- identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
- explain how supporting questions help answer compelling questions in an inquiry.
- determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

**Dimension 2: Applying Disciplinary Concepts and Tools** The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

**Dimension 3: Evaluating Sources and Using Evidence** Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

**Individually and collaboratively, students:**

- gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- use distinctions among fact and opinion to determine the credibility of multiple sources.
- identify evidence that draws information from multiple sources in response to compelling questions.
- use evidence to develop claims in response to compelling questions.

**Dimension 4: Communicating Conclusions and Taking Informed Action** Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

**Individually and collaboratively, students:**

- construct arguments using claims and evidence from multiple sources.
- construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique arguments.
- critique explanations.
- draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions; use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
- use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

**Sample 3rd-5th Grade Compelling and Supporting Questions**

3rd	What makes Michigan special?	<p>1) How is the geography of Michigan similar to or different from the geography of other states?</p> <p>2) How is the geography different in different places in Michigan?</p> <p>3) How does Michigan’s location in North America influence its resources?</p> <p><b>Standards Connection:</b> 3 – G2.0.1, 3 – G2.0.2, 3 – G4.0.1, 3 – G4.0.2, 3 – G4.0.3, 3 – G4.0.4</p>
4th	How does the U.S. economy work?	<p>1) What are the characteristics of a market economy?</p> <p>2) How does a market economy work?</p> <p>3) How does specialization and division of labor increase productivity?</p> <p>4) How is the U.S. economy impacted by global competition?</p> <p><b>Standards Connection:</b> 3 – E1.0.1, 3 – E1.0.2, 3 – E1.0.3, 3 – E1.0.4, 3 – E1.0.5, 3 – E1.0.6, 3 – E1.0.7, 3 – E1.0.8, 3 – E2.0.1</p>
5th	Does geography determine destiny?	<p>1) What conditions and connections determine the fate of a settlement?</p> <p>2) How did Europeans benefit from the Triangular Trade and what impact did it have on the lives of West Africans?</p> <p>3) How and why did different colonial regions develop differently?</p> <p><b>Standards Connection:</b> 5 – U2.1.1, 5 – U2.1.2, 5 – U2.1.3, 5 – U2.1.4</p>

## SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5

### **P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY**

P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

P1.2 Differentiate between primary and secondary source documents.

P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

P1.4 Identify point of view and bias.

### **P2 INQUIRY, RESEARCH, AND ANALYSIS**

P2.1 Use compelling and supporting questions to investigate social studies problems.

P2.2 Differentiate between compelling questions and supporting questions.

P2.3 Use supporting questions to help answer compelling social studies questions.

P2.4 Know how to find relevant evidence from a variety of sources.

P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.

### **P3 PUBLIC DISCOURSE AND DECISION MAKING**

P3.1 State an issue as a question of public policy and discuss possible solutions from different perspectives.

P3.2 Apply Democratic Values or Constitutional Principles to support a position on an issue.

P3.3 Construct an argument and justify a decision supported with evidence.

P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

### **P4 CIVIC PARTICIPATION**

P4.1 Act out of the rule of law and hold others to the same standard.

P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

P4.3 Explain different strategies students and others could take to address problems and predict possible results.

P4.4 Use democratic procedures to make decisions on civic issues in the school or classroom.

**HISTORY**

Individually and collaboratively, students will engage in planned inquiries to investigate early Michigan history.

**H3 The History of Michigan (Through Statehood)**

Use historical thinking to understand the past.

3 – H3.0.1 Identify questions historians ask in examining the past in Michigan.

**Examples may include but are not limited to:** What happened? When did it happen? Who was involved? How and why did it happen?

3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.

3 – H3.0.3 Describe the causal relationships between three events in Michigan’s past.

**Examples may include but are not limited to:** the Erie canal, more people came, statehood.

3 – H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.

**Examples may include but are not limited to:** Teachings of the Seven Grandfathers.

3 – H3.0.5 Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.

3 – H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.

3 – 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).

3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).

3 – H3.0.9 Describe how Michigan attained statehood.

3 – H3.0.10 Create a timeline to sequence and describe major eras and events in early Michigan history.

## GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

### G1 The World in Spatial Terms

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

3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.

3 – G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.

3 – G1.0.3 Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America.

**Examples may include but are not limited to:** locate Michigan in relation to the United States, the North Pole, and the equator.

### G2 Places and Regions

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

3 – G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.

**Examples may include but are not limited to:** physical features (lakes versus land), land use (forest, agriculture, urban), and political (state, county, and tribal boundaries).

3 – G2.0.2 Describe different regions to which Michigan belongs.

**Examples may include but are not limited to:** Great Lakes region, Midwest, United States, North America.

### G4 Human Systems

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

3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.

**Examples of economic activities may include but are not limited to:** agriculture (e.g., corn, cherries, dairy, Christmas trees); manufacturing (e.g., automobiles, wood products); and research and development (e.g., Automation Alley, life sciences corridor, university communities).

**Examples of factors influencing location may include but are not limited to:** primary industries located near natural resources; manufacturing influenced by accessibility to resources, labor, markets, and capital; and services, which are often located close to markets.

3 – G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).

**Examples may include but are not limited to:** Finnish migrating to the upper peninsula, Chaldeans migrating into southeastern Michigan, Dutch migrating to western Michigan.

3 – 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.

3 – G4.0.4 Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life.

**Examples may include but are not limited to:** tribal citizenship, tribal governments, treaty rights, reservation boundaries, cultural events.

## G5 Environment and Society

Understand the effects of human-environment interactions.

3 – G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.

**Examples may include but are not limited to:** interdependence of people and the environment, interaction of people with the environment, appreciation for the environment, e.g., taking a walk, watching birds, swimming in a lake, fishing, hunting, photography, harvesting maple syrup.

3 – G5.0.2 Locate natural resources in Michigan and explain the consequences of their use.

## CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan’s government and rights and responsibilities of citizenship.

### C1 Purposes of Government

Explain why people create governments.

3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government.

**Examples may include but are not limited to:** protecting individual rights, promoting the common good, ensuring equal treatment under the law.

### C2 Democratic Values and Constitutional Principles of American Government

3 – C2.0.1 Describe how the Michigan state government reflects the principle of representative government.



### C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions.

- 3 – C3.0.1 Distinguish between the roles of tribal, state, and local governments.
- 3 – C3.0.2 Identify goods and services provided by the state government and describe how they are funded.

**Examples of services may include but are not limited to:** maintaining highways, state parks, state forests.

**Examples of how things are funded may include but are not limited to:** taxes, fees, fines.

- 3 – C3.0.3 Identify the three branches of state government in Michigan and the powers of each.
- 3 – C3.0.4 Explain how state courts function to resolve conflict.
- 3 – C3.0.5 Describe the purpose of the Michigan Constitution.

### C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

- 3 – C5.0.1 Identify and explain rights and responsibilities of citizenship.

**Examples of rights may include but are not limited to:** freedom of speech, freedom of religion, right to own property.

**Examples of responsibilities may include but are not limited to:** respecting the rights of others, voting, obeying laws.

## ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

### E1 Market Economy

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

- 3 – E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.
- 3 – E1.0.2 Identify incentives that influence economic decisions people make in Michigan.

**Examples may include but are not limited to:** sales, coupons, tax incentives, recycling.

3 – E1.0.3 Analyze how Michigan’s location and natural resources influenced its economic development.

**Examples may include but are not limited to:** how waterways and other natural resources have influenced economic activities such as farming, mining, lumbering, automobile manufacturing, and furniture making.

3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.

3 – E1.0.5 Explain the role of entrepreneurship and business development in Michigan’s economic future.

## E2 National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

3 – E2.0.1 Using a Michigan example, explain how specialization leads to increased interdependence.

**Examples may include but are not limited to:** cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan.

## E3 International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

3 – E3.0.1 Identify products produced in other countries and consumed by people in Michigan.

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

3 – P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.

3 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.

3 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in Michigan.

**Examples may include but are not limited to:** common good, equality, individual rights, justice (fairness).

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

Communicate a reasoned position on a public issue.

- 3 – P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

**P4.2 Civic Participation**

Act constructively to further the public good.

- 3 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 3 – P4.2.2 Participate in projects to help or inform others.

**HISTORY**

Individually and collaboratively, students will engage in planned inquiries to investigate post-statehood Michigan history.

**H3 The History of Michigan (Beyond Statehood)**

Use historical thinking to understand the past.

4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities from statehood to present.

**Examples of questions may include but are not limited to:** What happened? When did it happen? Who was involved? How and why did it happen? How does it relate to other events or issues in the past, in the present, or in the future? What is its significance?

**Examples of economic activities may include but are not limited to:** agriculture, mining, manufacturing, lumbering, tourism, technology, and research.

4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.

4 – H3.0.3 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.

4 – H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.

4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.

4 – 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.

**Examples may include but are not limited to:** stories, photos, artifacts, oral history, letters.

4 – H3.0.7 Describe past and current threats to Michigan’s natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources.

**Examples may include but are not limited to:** the Flint water crisis, invasive species, loss of sturgeon and wild rice.

## GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

### G1 The World in Spatial Terms

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

4 – G1.0.1 Identify questions geographers ask in examining the United States.

**Examples may include but are not limited to:** Where is it? What is it like there? How is it connected to other places?

4 – G1.0.2 Identify and describe the characteristics and purposes of a variety of technological geographic tools.

**Examples of purposes may include but are not limited to:** measure distance, determine relative or absolute location, classify a region.

**Examples of tools and technologies may include but are not limited to:** globe, map, Geographic Information Systems (GIS), satellite image.

4 – G1.0.3 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

4 – G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States.

4 – G1.0.5 Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.

### G2 Places and Regions

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

4 – G2.0.1 Describe ways in which the United States can be divided into different regions.

**Examples may include but are not limited to:** political regions, land-use regions, land-form regions, vegetation regions.

4 – G2.0.2 Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.

## G4 Human Systems

Understand how human activities help shape the Earth’s surface.

4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.

**Examples may include but are not limited to:** forms of shelter, language, food.

4 – G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.

**Examples may include but are not limited to:** movement of fossil fuels, clothing, retirees, refugees, migrant farm workers, and manufacturing jobs into and within the United States.

## G5 Environment and Society

Understand the effects of human-environment interactions.

4 – G5.0.1 Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.

## CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan’s government, and rights and responsibilities of citizenship.

### C1 Purposes of Government

Explain why people create governments.

4 – C1.0.1 Identify questions political scientists ask in examining the United States.

**Examples may include but are not limited to:** What does government do? What are the basic values and principles of American democracy? What are the roles of the citizen in American democracy?

4 – C1.0.2 Describe the purposes of government as identified in the Preamble of the Constitution.

## C2 Democratic Values and Constitutional Principles of American Government

4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

**Examples may include but are not limited to:** individual rights (e.g., freedom of religion, freedom of expression, and freedom of press).

4 – C2.0.2 Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations.

**Examples of rights may include but are not limited to:** voting, freedom of religion, freedom of expression, and freedom of press.

**Examples of values may include but are not limited to:** common good, equality, individual rights, justice (fairness), right to alter laws.

## C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions.

4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government.

**Examples may include but are not limited to:** election of public officers, separation of powers, checks and balances, Bill of Rights.

4 – C3.0.2 Give examples of powers exercised by the federal government, tribal governments and state governments.

**Examples for federal government may include but are not limited to:** coining of money, declaring war.

**Examples for tribal governments may include but are not limited to:** issuing hunting, gathering, and fishing licenses, issuing tribal identification cards.

**Examples for state governments may include but are not limited to:** issuing driver's licenses, issuing marriage licenses.

4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

4 – C3.0.4 Describe how the powers of the federal government are separated among the branches.

4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government.

**Examples may include but are not limited to:** presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments.

4 – C3.0.6 Describe how the President, members of the Congress, Supreme Court Justices are elected or appointed.

**Examples may include but are not limited to:** elections versus appointments.

4 – C3.0.7 Explain how the federal government uses taxes and spending to serve the purposes of government.

## C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life

4 – C5.0.1 Explain the responsibilities of members of American society.

**Examples may include but are not limited to:** initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror.

4 – C5.0.2 Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.

4 – C5.0.3 Describe ways in which people can work together to promote the values and principles of American democracy.

## ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

### E1 Market Economy

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

4 – E1.01 Identify a good or service produced in the United States and apply the three economic questions all economies must address.

**Examples may include but are not limited to:** What goods and services will be produced? How will these goods and services be produced? Who will consume the goods and services?

4 – E1.0.2 Describe characteristics of a market economy.

**Examples may include but are not limited to:** private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization.

4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.

**Examples of positive incentives may include but are not limited to:** responding to a sale, saving money, earning money.

**Examples of negative incentives may include but are not limited to:** library fines.



4 – E1.0.4 Explain how price affects decisions about purchasing goods and services.

**Examples may include but are not limited to:** substitute goods, complementary goods.

4 – E1.0.5 Explain how specialization and division of labor increase productivity.

**Examples may include but are not limited to:** assembly lines.

4 – E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.

**Examples may include but are not limited to:** supply, demand.

4 – E1.0.7 Describe the role of money in the exchange of goods and services.

**Examples may include but are not limited to:** people earn income and use the income to purchase goods and services.

4 – E1.0.8 List goods and services governments provide in a market economy and explain how these goods and services are funded.

**Examples of goods and services may include but are not limited to:** libraries, roads, parks, the Mackinac Bridge.

**Examples of funding may include but are not limited to:** taxes, tolls, fees.

## E2 National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

4 – E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment.

**Examples may include but are not limited to:** changing demand for natural resources, changes in technology, changes in competition.

## E3 International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

4 – E3.0.1 Identify advantages and disadvantages of global competition.

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.

4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.

4 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the United States.

**Examples may include but are not limited to:** common good, equality, individual rights, justice (fairness).

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

Communicate a reasoned position on a public issue.

4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

### **P4.2 Civic Participation**

Act constructively to further the public good.

4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

4 – P4.2.2 Participate in projects to help or inform others.