

Week	Title	Standards Covered
Unit 1: Inquiry		
Each week for this unit has its own compelling question		
1	Developing Inquiries What is Inquiry?	3-5 P2.1 Use compelling and supporting questions to investigate social studies problems. 3-5 P2.2 Differentiate between compelling questions and supporting questions. 3-5 P2.3 Use supporting questions to help answer compelling social studies questions. 3-5 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. H3.0.1 Identify questions historians ask in examining the past in Michigan.
2	Sources How does asking questions about history help us learn?	3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. 3-5 P1.2 Differentiate between primary and secondary source documents. 3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps. 3-5 P1.4 Identify point of view and bias. H3.0.1 Identify questions historians ask in examining the past in Michigan. H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.
3	Examining Evidence and Communicating Conclusions How can I use sources to answer questions?	3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. 3-5 P1.2 Differentiate between primary and secondary source documents. 3-5 P1.4 Identify point of view and bias. 3-5 P2.4 Know how to find relevant evidence from a variety of sources.
4	Taking Action What are ways people can take action to improve communities?	3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. 3-5 P2.4 Know how to find relevant evidence from a variety of sources. 3-5 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.

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		3-5 P3.3 Construct an argument and justify a decision supported with evidence.
5	Engage in Your Own Inquiry How does the inquiry process help me take ownership of my learning?	3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. 3-5 P1.2 Differentiate between primary and secondary source documents. 3-5 P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps. 3-5 P1.4 Identify point of view and bias. 3-5 P2.1 Use compelling and supporting questions to investigate social studies problems. 3-5 P2.2 Differentiate between compelling questions and supporting questions. 3-5 P2.3 Use supporting questions to help answer compelling social studies questions. 3-5 P2.4 Know how to find relevant evidence from a variety of sources. 3-5 P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.
Unit 2: Civics and Government		
Compelling question: How does government represent the people?		
6	Government	C1 Purposes of Government Explain why people create governments. C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government.
7	The Purpose of Local Government	C2 Democratic Values and Constitutional Principles of American Government C2.0.1 Describe how the Michigan state government reflects the principle of representative government.
8	Tribal, State, and Local Government	C2 Democratic Values and Constitutional Principles of American Government 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.

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		C3.0.1 Distinguish between the roles of tribal, state, and local governments. C3.0.3 Identify the three branches of state government in Michigan and the powers of each. C3.0.5 Describe the purpose of the Michigan Constitution.
9	Conflict and Compromise	C3 Structure and Functions of Government Describe the structure of government in the United States and how it functions. C3.0.4 Explain how state courts function to resolve conflict.
10	Take a Stand on a Public Issue	P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens. P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions. P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in Michigan. P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue. 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. P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. P4.2.2 Participate in projects to help or inform others.
11	Citizens	C5 Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. C5.0.1 Identify and explain rights and responsibilities of citizenship.
12	Civic Responsibilities	3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

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		C5 Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. C5.0.1 Identify and explain rights and responsibilities of citizenship.
13	Important Documents	C5 Civic Participation Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. C5.0.1 Identify and explain rights and responsibilities of citizenship.
Unit 3: Geography		
Compelling question: How has Michigan's location affected its development?		
14	Map Skills	3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective. G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment. G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.
15	Location	3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective. G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment. 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.
16	Place: Physical Characteristics	3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective. G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.

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		E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development.
17	Place: Human Characteristics	G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective. G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan. G5 Environment and Society Understand the effects of human-environment interactions. G5.0.2 Locate natural resources in Michigan and explain the consequences of their use.
18	Physical and Human Characteristics of Michigan	G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective. G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan. G2 Places and Regions Understand how regions are created from common physical and human characteristics. G2.0.2 Describe different regions to which Michigan belongs. G5 Environment and Society Understand the effects of human-environment interactions. G5.0.2 Locate natural resources in Michigan and explain the consequences of their use.
19	Human-Environment Interaction	G5 Environment and Society Understand the effects of human-environment interactions. G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.
20	Movement	G4 Human Systems Understand how human activities help shape the Earth's surface. G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).

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		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.
21	Using Charts, Maps, and Data	3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. G4 Human Systems Understand how human activities help shape the Earth's surface. 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.
Unit 4: Economics		
Compelling question: How do people's choices shape Michigan's economy?		
22	Resources	E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
23	Community Interdependence	E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development. E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. E2 National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States. E2.0.1 Using a Michigan example, explain how specialization leads to increased interdependence. G4 Human Systems Understand how human activities help shape the Earth's surface. 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.

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24	Producers and Consumers	G4 Human Systems Understand how human activities help shape the Earth's surface. 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. E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. E1.0.5 Explain the role of entrepreneurship and business development in Michigan's economic future.
25	Economic Principles	E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed. E1.0.2 Identify incentives that influence economic decisions people make in Michigan. E2 National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States. E2.0.1 Using a Michigan example, explain how specialization leads to increased interdependence. E3 International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy. E3.0.1 Identify products produced in other countries and consumed by people in Michigan.
26	Michigan's Economy	E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. E1.0.2 Identify incentives that influence economic decisions people make in Michigan. E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development. E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. G4 Human Systems Understand how human activities help shape the Earth's surface.

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		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.
Unit 5: Historic Events and People		
Compelling question: Who has affected change in the history of Michigan?		
27	Timelines	3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
28	Indigenous People of Michigan	3-5 P1.4 Identify point of view and bias. H3 The History of Michigan (Through Statehood) Use historical thinking to understand the past. 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. G4 Human Systems Understand how human activities help shape the Earth's surface. 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.
29	Exploration of Michigan	H3 The History of Michigan (Through Statehood) Use historical thinking to understand the past. 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. H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.
30	Early Settlements of Michigan	H3 The History of Michigan (Through Statehood) Use historical thinking to understand the past. 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). G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).

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		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.
31	Michigan Statehood	H3 The History of Michigan (Through Statehood) Use historical thinking to understand the past. 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). H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood). H3.0.9 Describe how Michigan attained statehood.
32	Important Events to Michigan	3-5 P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. H3 The History of Michigan (Through Statehood) Use historical thinking to understand the past. H3.0.3 Describe the causal relationships between three events in Michigan's past. H3.0.10 Create a timeline to sequence and describe major eras and events in early Michigan history. G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors). 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.