

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: Third	Curricular Area: Social Studies			
Unit 1: History	Unit 2: Geography	Unit 3: Civics and Government	Unit 4: Economics	Unit 5: Inquiry and Decision Making
1A Learning Times and Chronology	2A Recognize People, Places and Cultures	3A Identify Purposes of Government	4A Describe Individual and Household Choices.	5A Explain Information Processing
1B Comprehending Regions in the Past	2B Relate Human/Environment Interaction	3B Identify Ideas of American Democracy	4B Describe Business Choices	5B Experience Conducting Investigations
1C Analyzing and Interpreting The Past	2C Explain Location, Movement and Connections	3C Demonstrate Democracy In Action	4C Explain the Role of Government	5C Compare Identifying and Analyzing Issues
1D Judging Decisions from The Past	2D Recognize Regions, Patterns and Processes	3D Classify American Government and Politics	4D Understand Economic Systems	5D Conduct Group Discussions
1E Inquiry and Decision Making	2E Identify Global Issues and Events	3E Relate American Government and World Affairs	4E Explain How Trade Generates Economic Development	5E Create Persuasive Writing On Issues Identified



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Michigan District Lutheran School Curriculum Outcomes

Curricular Area: Social studies Grade 3 History

Outcome: SS 1A: All students will sequence chronologically the eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1968-present). (Time and Chronology).

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
Draft Social Studies GLCE are currently under development and will be disseminated upon approval by the State Board of Education. Check website: www.michigan.gov/mde	SS1A1. Measure chronological time by decades and centuries. SS1A2. Place major events in the early history of the United States in chronological order.	<ul style="list-style-type: none">• Create biblical timelines. For example, display pictures of Bible stories. Separate them into Old Testament and New Testament events, and then place the pictures in chronological order within those two categories.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A: Learning Time and Chronology Teacher Name: _____ Grade Level: 3	Curricular Area: Social studies/Unit 1-History School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS1A1: Measure chronological time by decades and centuries.					
SS1A2: Place major events in the early history of the United States in chronological order.					



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Outcome: SS1B: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending regions in the past).

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS1B1. Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.</p> <p>SS1B2. Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States with present day life in those places.</p> <p>SS1B3. Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.</p> <p>SS1B4. Identify and explain how individuals in history demonstrated good character and personal virtue.</p>	<ul style="list-style-type: none"> • What is your family’s religious heritage? Did your ancestors go to the same church you go to today? How did your ancestors learn God’s Word? What hymns did they like to sing? • Use the Internet, books, or other sources to find out which of the monuments in Washington, D.C. have Scripture references on them. Which Scripture verses are used? Make a list to display in the classroom next to a picture of the monuments on which they appear. • Make your own personal timeline from your birth to the present day. Add special events such as your Baptism day and the birth of other family members.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1B: Comprehending Regions in the Past Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 1-History School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS1B1: Summarize the sequence of key events in stories describing life from the past in the local community, the state of Michigan and other parts of the United States.					
SS1B2: Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States with present day life in those places.					
SS1B3: Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.					
SS1B4: Identify and explain how individuals in history demonstrated good character and personal virtue.					



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Outcome: SS1C: All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and Interpreting the Past)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS1C1. Use primary sources to reconstruct past events in their local community.</p> <p>SS1C2. Interpret conflicting accounts of events in history.</p> <p>SS1C3. Compose simple narratives of events from history.</p>	<ul style="list-style-type: none"> • One of the longer historical narratives in the Bible tells about the life of Joseph. If you were writing a historical narrative about Joseph, how many chapters would you need, and what would the title of each chapter be? Divide into groups, and have each group write a chapter of this narrative, using Genesis 37-50 as your guide.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1C: Analyzing and Interpreting The Past Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 1-History School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS1C1: Use primary sources to reconstruct past events in their local community.					
SS1C2: Interpret conflicting accounts of events in history.					
SS1C3: Compose simple narratives of events from history.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social studies-history

Outcome: SS1D: All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS1D1. Identify problems from the past that divided their local community, the State of Michigan, and the United States and analyze the interests and values of those involved.</p> <p>SS1D2. Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short- and long-term consequences in those decisions.</p>	<ul style="list-style-type: none">• Write a narrative, taking the role of a tree that was planted when your school was first built. Imagine what the tree has seen over the years since it was first planted. How old would that tree be now? What special events would the tree have witnessed? What would the tree observe that would indicate this is a Christ-centered school? Close your narrative with the words of praise from Psalm 96:11-13.



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1D: Judging Decisions from The Past Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 1-History School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS1D1: Identify problems from the past that divided their local community, the State of Michigan, and the United States and analyze the interests and values of those involved.					
SS1D2: Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short-and long-term consequences in those decisions.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social studies Grade 3 Geography

Outcome SS2A: All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places, and Cultures)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS2A1. Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.</p> <p>SS2A2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.</p> <p>SS2A3. Locate and describe the major places, cultures and communities of the nation and compare their characteristics.</p>	<ul style="list-style-type: none"> • To survive, a community must have enough water to meet the needs of the people living there. Utility and waterworks companies provide water through various means, such as pumping water from wells, reservoirs and canals. Study how people have adapted to desert living in places such as Phoenix by piping in water from distant sources. Then see how God provided water in the desert for the people of Israel. Read Exodus 17:1-7. Research how water is provided in your local community. However water is received, it is truly a blessing from God. • Deuteronomy 11:10-12; then compare the region of Egypt where the Israelites were slaves in the new land God provided for them after the Exodus. Make a list of geographic features, and try to identify a Bible story that happened in such an area. For example: desert-Philip and the Ethiopian; river-John baptizes Jesus; lake-Jesus helps the disciples catch many fish; mountain-Moses received the Ten Commandments. • On poster paper or chart paper, keep two running lists of the names of geographic features in North America and in biblical areas (such as the Sea of Galilee, the Jordan River) as you encounter them in your reading or class



		discussions.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2A: Recognize People, Places and Cultures Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 2-Geography School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS2A1: Locate and describe cultures and compare the similarities and differences among the rules of women, men, and families.					
SS2A2: Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.					
SS2A3: Locate and describe the major places, cultures and communities of the nation and compare their characteristics.					



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Outcome: SS2B: All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Relate Human/Environment Interaction)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS2B1. Explain basic ecosystem concepts and processes.</p> <p>SS2B2. Describe the location, use and importance of different kinds of resources and explain how they are created and the consequences of their use.</p> <p>SS2B3. Describe the major physical patterns, ecosystems, resources, and land uses of the state, region and country and explain the process.</p> <p>SS2B4. Explain how various people and cultures have adapted to and modified the environment.</p>	<p>-Use online resources to learn more about care of the environment, particularly where there are lakes and rivers. The kid’s homepage of the government’s Environmental Protection Agency (EPA) provides kid-friendly information and activities. See www.epa.gov/kids/. By keying in your zip code, this site will also give you information about your local area.</p> <p>-Identify geographic terms mentioned in Psalm 23 (green pastures, still waters, paths, valley). Make a list of natural geographic elements found in your community and regions surrounding it, such as hills, valleys, rain, lakes, minerals, and agriculture. Discuss how each of these can be used to God’s glory.</p> <p>- Read about two massive environmental changes that occurred not through use of tools or machines, but by an act of God. Read about the parting of the Red Sea in Exodus 14 and the crossing of the Jordan River flood in Joshua 3-4.</p>



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2B: Relate Human/Environment Interaction Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 2-Geography School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS2B1: Explain basic ecosystem concepts and processes.					
SS2B2: Describe the location, use, and importance of different kinds of resources and explain how they are created and the consequences of their use.					
SS2B3: Describe the major physical patterns, ecosystems, resources, and land uses of the state, region and country and explain the process.					
SS2B4: Explain how various people and cultures have adapted to and modified the environment.					



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Outcome: SS2C: All students will describe, compare, explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Explain Location, Movement and Connections)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS2C1. Describe major kinds of economic activity and explain the factors influencing their location.</p> <p>SS2C2. Describe the causes, consequences, routes and movement of major migration to the United States.</p> <p>SS2C3. Explain how transportation and communication link people and communities.</p>	<p>- Review Genesis 41:25-57, the story of Joseph and the management he provided to Pharaoh at the time of the seven good years (a climate suitable for agricultural production) and seven lean years (drought). Also read about Nehemiah as an example of praying for God’s will in taking on a major project (the rebuilding of the Jerusalem wall) in Nehemiah 1-6. Pray for God’s will in the projects we undertake to protect and preserve our environment.</p> <p>-When the apostle Paul traveled on his missionary journeys, he usually traveled on foot or by boat. What unusual means of transportation did Paul once use to get out of a city? See Acts 9:23-25. Obtain information about how missionaries travel today. Many travel by jeep but are limited by the location and condition of roads. Also learn about LAMP missionaries, who travel in small airplanes in northern areas of North America to cover long distances where there are few roads. Check with the World Mission Department at the headquarters of the Lutheran Church-Missouri Synod in St. Louis (see The Lutheran Annual for addresses).</p> <p>-Good transportation was important in Bible times. (Without it, people become isolated and separated from one another.) After Jesus returned to heaven, the disciples used the Roman roads and traveled by boat to tell people all over the world about Jesus. James is thought to have traveled as far west as Spain in Europe, and Thomas went as far east as India in Asia. After learning from Philip, the man</p>



		from Ethiopia took the Gospel news to Africa. Where in the world do people today need to hear the Gospel of salvation through Jesus? Everywhere!
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2C: Explain Location, Movement and Connections Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 2-Geography School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS2C1: Describe major kinds of economic activity and explain the factors influencing their location.					
SS2C2: Describe the causes, consequences, routes and movement of major migration to the United States.					
SS2C3: Explain how transportation and communication link people and communities.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social studies-geography

Outcome: SS 3 2D: All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Recognize Regions, Patterns and Processes)

Michigan Benchmarks	Grade Level Content Expectations (GLCEs)	Integrating the Faith (I.F.)
<p>4.MS.1 Draw sketch maps of the community, region and nation.</p> <p>4.MS.2 Describe places, cultures and communities in the United States and compare them with those in other regions and countries.</p>	<p>Students will be able to locate and describe the characteristics and locations of diverse regions, nation and communities by drawing maps.</p>	<p>-Look at the shape of individual continents. Describe what is unique about the shape of each one. Draw a simplified version of each continent (while looking at the map). On another day examine the shape of your state. Also examine other states that have unique shapes.</p> <p>-Set up a 3-D Venn diagram by overlapping two Hula Hoops on a large table or floor. Gather the class around this. Explain that they will be comparing two different regions in the United States. (Compare two vastly different regions such as coastal and desert regions, or mountain and plains regions.) Then ask students to give you words that describe the regions, which you write on index cards. Have the group decide where on the Venn diagram the card should be placed.</p>



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2D: Recognize Regions, Patterns and Processes Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 2-Geography School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS2D1: Draw sketch maps of the community, region and nation.					
SS2D2: Describe places, cultures and communities in the United States and compare them with those in other regions and countries.					



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Outcome: SS 3 2E: All students will describe and explain the causes, consequences, and geographic context of major global issues and events. (Identify Global Issues and Events)

Michigan Benchmarks	Grade Level Content Expectations (GLCEs)	Integrating the Faith (I.F.)
5.MS.1 Locate major world events and explain how they impact people and environment.	Students will be able to explain how various people or cultures have adapted to or modified the environment.	



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2E: Identify Global Issues and Events Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 2-Geography				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	School Year:				
SS2E1: Locate major world events and explain how they impact people and environment.	Dates Taught (month/day/initials):				



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social studies Grade 3 Civics

Outcome: SS3A: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness (Identify Purposes of Government)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS3A1. Distinguish among local, state and national government in the United States and describe the roles of government institutions at all three levels.</p> <p>SS3A2. Give examples of authority and the use of power without authority.</p> <p>SS3A3. Give reasons for limiting the power of government.</p>	<ul style="list-style-type: none"> • Separation of Church and State, paying taxes, obeying the law – these are all fundamental aspects of our government. Much of this was also true in Bible times. See what Jesus had to say about these matters in Matthew 22:15-22. • Compare the levels of secular governing with those in the Church. The congregation operates on the local level and takes care of the needs of the members of the individual congregation. The district concentrates its concerns on many congregations over a specified area. (See The Lutheran Annual). The synod is nationwide.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3A: Identify Purposes of Government Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 3-Civics and Government School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS3A1: Distinguish among local, state, and national government in the United States and describe the roles of government institutions at all three levels.					
SS3A2: Give examples of authority and the use of power without authority.					
SS3A3: Give reasons for limiting the power of government.					



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Outcome: SS3B: All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. (Identify Ideals of American Democracy)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS3B1. Interpret the development and summarize the main points in the Declaration of Independence.</p> <p>SS3B2. Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, and due process of law and equal protection of the law.</p> <p>SS3B3. Explain responsibilities citizens have to uphold constitutional rights.</p>	<ul style="list-style-type: none"> • Learn about the constitution of your church. A constitution describes how things can be done in good order. Usually members of a congregation sign its constitution in order to become voting members at the church voters assembly. What should a church’s constitution be based on? (God’s Word: Law and Gospel) • Galatians 5:1 states, “For freedom Christ has set us free.” We are free to live as people of God. This new freedom in Christ is also a good guide for our life as American citizens. What does this life of freedom consist of? Read on in Galatians 5:22-23. Learn more about each of these nine Christian values. Write a story about each one.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3B: Identify Ideals of American Democracy Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 3-Civics and Government				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	School Year:				
SS3B1: Interpret the development and summarize the main points in the Declaration of Independence.					
SS3B2: Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, and due process of law and equal protection of the law.					
SS3B3: Explain responsibilities citizens have to uphold constitutional rights.					



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Outcome: SS3C: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. (Demonstrate Democracy in Action)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS3C1. Describe what state and federal courts are expected to do.</p> <p>SS3C2. Describe issues that arise over constitutional rights.</p>	<ul style="list-style-type: none">• Conflict results when people refuse to be flexible. Compromise, where each side is willing to give in a little, can bring cooperation. Create scenarios that demonstrate compromise.



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3C: Demonstrate Democracy in Action Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 3-Civics and Government				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	School Year:				
SS3C1: Describe what state and federal courts are expected to do.					
SS3C2: Describe issues that arise over constitutional rights.					



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Curricular Area: Social studies-Civics

Outcome: SS 3 3D: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. (Classify American Government and Politics)

Michigan Benchmarks	Grade Level Content Expectations (GLCEs)	Integrating the Faith (I.F.)
4.MS.1 Distinguish among making, enforcing and interpreting laws. 4.MS.2 Explain how law is used to manage conflict in American society. 4.MS.4 Describe how citizens participate in election campaigns.	Students will be able to explain how law is used to manage conflict peacefully. Students will be able to describe how citizens participate in elections.	Invite your pastor to explain the voting process in your congregation. Ask him to explain that a Voters Assembly votes on people who do volunteer work in the church.



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3D: Classify American Government and Politics Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 3-Civics and Government School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS3D1: Distinguish among making, enforcing, and interpreting laws.					
SS3D2: Explain how law is used to manage conflict in American society.					
SS3D4: Describe how citizens participate in election campaigns.					



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Outcome: SS 3 3E: All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena. (Relate American Government and World Affairs)

Michigan Benchmarks	Grade Level Content Expectations (GLCEs)	Integrating the Faith (I.F.)
5.MS.1 Explain various ways that nations of the world interact with each other. 5.MS.2 Describe events in other countries that have affected Americans and, conversely, events within the United States that have affected other countries.		Give an example of a situation in which the United States and other countries might work together to solve a problem (e.g., following a natural disaster such as the great Indian Ocean tsunami of 2004, or joint efforts to deal with the AIDS epidemic in Africa.



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3E: Relate American Government and World Affairs Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 3-Civics and Government				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	School Year:				
SS3E1: Explain various ways that nations of the world interact with each other.					
SS3E2: Describe events in other countries that have affected Americans and, conversely, events within the United States that have affected other countries.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social studies Grade 3 Economics

Outcome: SS4A: All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Describe Individual and Household Choices)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS4A1. Explain why people must face scarcity when making economic decisions.</p> <p>SS4A2. Identify the opportunity costs in personal decision making situations.</p> <p>SS4A3. Use a decision making model to explain a personal choice.</p> <p>SS4A4. Analyze the costs, benefits, and alternatives to using consumer credit.</p>	<ul style="list-style-type: none"> • In the news we frequently hear about the scarcity of oil. What is that natural resource used for? (Fuel, making plastics, heating) What usually happens during a time of scarcity? (Prices go up.) Comment on people who make a choice to save gas and money by using public transportation. This kind of choice is a trade-off or opportunity cost. The choice saves money and fuel, but the trade-off is that you don't have as much freedom in your transportation – you are limited by the routes and schedules provided. So you must weigh the difference between the opportunity and the cost in order to make your choice. Managing your resources well is often called good stewardship, especially when we make choices from the perspective of God's will – using what He gives us wisely, to benefit others, and for the glory of God. • What are ways that you receive money? (E.g., allowance, gifts, doing chores) Calculate approximately how much money you will make in a year. How do you use that money? Do you set aside a part of it to return to the Lord? (Giving offerings is not just a thing for grown-ups to do.) What is a tithe? How much of your income would that be? Read 2



		<p>Corinthians 9:7, Psalm 51: 16-17, Psalm 116:17 and Psalm 141: 2 to learn about the kind of sacrifice/offering God most desires.</p> <ul style="list-style-type: none"> • With friends and classmates, plan a fund-raising event, and choose a purpose or project in our church toward which the money will be donated. Display posters that explain what you are doing, involve other congregation members in the project, and chart the progress of your efforts. • Read the story of the Temptation of Jesus in Matthew 4:1-11. There is nothing wrong with bread, but Jesus saw the trick of the devil; Jesus saw the temptation. What is the trick and the temptation of using credit cards inappropriately? (It encourages immediate gratification, can build up debts, makes everything cost much more than it really is through interest rates, and so on.) How did Jesus fight the devil's temptations? He spoke the Word of God. We can do the same. For other pointers on fighting temptation read Ephesians 6:10-18. Make an illustration and label is as described in this passage.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4A: Describe Individual and Household Choices Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 4-Economics School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS4A1: Explain why people must face scarcity when making economic decisions.					
SS4A2: Identify the opportunity costs in personal decision- making situations.					
SS4A3: Use a decision-making model to explain a personal choice.					
SS4A4: Analyze the costs, benefits, and alternatives to using consumer credit.					



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Outcome: SS4B: All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Describe Business Choices)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS4B1. Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.</p> <p>SS4B2. Distinguish among individual ownership, partnership, and corporation.</p> <p>SS4B3. Examine the historical and contemporary role a major industry has played in the state of Michigan and the United States.</p>	<ul style="list-style-type: none"> • What is our purpose as producers or consumers? It could be to make a profit, to supply needs, or something else. What should be our ultimate purpose in all things? “Whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through Him.” (Colossians 3: 17) and “So whether you eat or drink, or whatever you do, do it all to the glory of Glory of God.”



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4B: Describe Business Choices Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 4-Economics School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS4B1: Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.					
SS4B2: Distinguish among individual ownership, partnership, and corporation.					
SS4B3: Examine the historical and contemporary role a major industry has played in the state of Michigan and the United States.					



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Outcome: SS4C: All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who received the benefits of production. (Explain the Role of Government)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS4C1. Use a decision making model to explain a choice involving a public good or service.</p> <p>SS4C2. Distinguish between the economic roles of local, state, and federal governments and cite examples of each.</p> <p>SS4C3. Use a local example to assess the effectiveness of the government at providing public goods or resolving an economic dispute.</p>	<ul style="list-style-type: none"> • Explain the problem in the early church with the distribution of food. In Acts 6:1-7, the Bible tells of a time when the Greek-speaking widows weren't getting their share of the food from the Hebrews. The disciples were busy with preaching and studying God's Word; so seven men were selected to oversee the distribution of food. A solution to a problem was found as they prayed together and shared the love of God. The church leaders prayed for the seven men and God's Word continued to spread. Read Acts 7 and 8 to learn more about the work of two of these seven men.



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4C: Explain the Role of Government Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 4-Economics School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS4C1: Use a decision-making model to explain a choice involving a public good or service.					
SS4C2: Distinguish between the economic roles of local, state, and federal governments and cite examples of each.					
SS4C3: Use a local example to assess the effectiveness of the government at providing public goods or resolving an economic dispute.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social studies-Economics

Outcome: SS4D: All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Understand Economic Systems)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS4D1. Explain how prices are determined in a market economy and how they serve as a means of allocating resources.</p> <p>SS4D2. Describe how they act as a producer and a consumer.</p>	<ul style="list-style-type: none"> • Define each type of resource as the following: human resource – workers; natural resource – things found in nature; capital resource – tools and equipment used to create a project. Discuss how God is the Creator of each type of resource: human resource – Genesis 2:7 and Isaiah 54:16; natural resource – Genesis 1; capital resource – Romans 11:36 and Colossians 1:16. • Discuss how churches might act as both producers and consumers. Churches produce Christian music through liturgy and hymns. Churches produce programs that serve their members and community through youth activities, athletic opportunities, and help for those in need. Churches are consumers in that they need to purchase supplies for these programs and instruments for the music. In spiritual matters, such as grace and salvation, God is the producer. We simply receive by grace in faith. So that makes us the consumer. The amazing thing about this is that it is free.



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4D: Understand Economic Systems Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 4-Economics				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	School Year:				
SS4D1: Explain how prices are determined in a market economy and how they serve as a means of allocating resources.					
SS4E2: Describe how they act as a producer and as a consumer.					



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Outcome: SS4E: All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Explain How Trade Generates Economic Development).

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS4E1. Trace the national origin of common household items and the trade flows, which brought them to the United States.</p> <p>SS4E2. Describe how businesses are involved in trade as producers, distributors, importers, and exporters.</p>	<ul style="list-style-type: none"> Look at the story of King Solomon and King Hiram from 1 King 5. When Solomon built God’s temple, he was determined to make it the best it could be. He imported cedars from Lebanon because they were some of the best wood. In exchange for the cedar logs, King Hiram was given wheat and olive oil for his household. What would they do with the wheat and olive oil? These could be the ingredients for baking bread. The olive oil could serve another purpose – pieces of baked bread can be dipped in olive oil for extra flavoring. (Today, some Greek and Italian restaurants serve dipping bread this way. Have you tried it?)



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4E: Explain How Trade Generates Economic Development Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 4-Economics School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS4E1: Trace the national origin of common household items and the trade flows, which brought them to the United States.					
SS4E2: Describe how businesses are involved in trade as producers, distributors, importers, and exporters.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social studies Grade 3 Inquiry and Decision Making

Outcome: SS 5A: All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Explain Information Processing)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS5A1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies and direct observations.</p> <p>SS5A2. Organize social science information to make maps, graphs and tables.</p> <p>SS5A3. Interpret social science information about local, state, and national communities from maps, graphs, and charts.</p>	<ul style="list-style-type: none"> • Use a simple paste, papier-mâché or modeling clay to make a 3-D relief map representing the Holy Land. Paint in rivers, lakes, and other features. Use symbols to show where people live (e.g., set up flags made from paper attached to toothpicks to identify towns). • Edit your social studies book. You will probably find that most maps and illustrations of towns will not have a representation of a church because most are secular textbooks. Use a black pen to draw a cross on these maps and pictures to indicate where a church could be located.



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5A: Explain Information Processing Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 5-Inquiry and Decision Making School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS5A1: Locate information about local, state and national communities using a variety of traditional sources, electronic technologies and direct observations.					
SS5A2: Organize social science information to make maps, graphs and tables.					
SS5A3: Interpret social science information about local, state, and national communities from maps, graphs, and charts.					



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Outcome: SS5B: All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypothesis, reporting results both orally and in writing, and making use of appropriate technology. (Experience Conducting Investigations)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS5B1. Pose a social science question about Michigan or the United States.</p> <p>SS5B2. Gather and analyze information using appropriate information technologies to answer question posed.</p> <p>SS5B3. Construct an answer to the question posed and support their answer with evidence.</p> <p>SS5B4. Report the result of their investigation including the procedures followed.</p>	<ul style="list-style-type: none"> Explore the history of “under God” in the Pledge of Allegiance. When was it added? Why? Then discuss some of the controversy surrounding it. Also note that almost everyone is familiar with the first verse of the “Star Spangled Banner but not with the fourth verse, which contains words “In God is our trust.” Discuss why those words would be included in an anthem about our flag. What other patriotic songs do you know that also refer to God (e.g., “God Bless America”)?



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5B: Experience Conducting Investigations Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 5-Inquiry and Decision Making School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS5B1: Pose a social science question about Michigan or the United States.					
SS5B2: Gather and analyze information using appropriate information technologies to answer question posed.					
SS5B3: Construct an answer to the question posed and support their answer with evidence.					
SS5B5: Report the result of their investigation including the procedures followed.					



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Outcome: SS5C: All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspective people bring to the issue and evaluate possible ways to resolve the issue. (Compare Identifying and Analyzing Issues)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS5C1. Pose local, state, and national policy issues as questions.</p> <p>SS5C2. Explain how a particular public issue became a problem and why people disagree about it.</p> <p>SS5C3. Evaluate possible resolutions of a public issue.</p>	



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5C: Compare Identifying and Analyzing Issues Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 5-Inquiry and Decision Making School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS5C1: Pose local, state, and national policy issues as questions.					
SS5C2: Explain how a particular public issue became a problem and why people disagree about it.					
SS5C3: Evaluate possible resolutions of a public issue.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social studies – Inquiry and Decision Making

Outcome: SS5D: All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Conduct Group Discussions)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	SS5D1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.	



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5D: Conduct Group Discussions Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 5-Inquiry and Decision Making				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	School Year:				
SS5D1: Engage each other in conversations, which attempt to clarify and resolve issues pertaining to local, state, and national policy.	Dates Taught (month/day/initials):				



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Outcome: SS5E: All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Create Persuasive Writing On Issues Identified)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	SS5E1. Compose a short essay expressing a decision on a local, state, or national policy issue.	



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5E: Create Persuasive Writing On Issues Identified Teacher Name: _____ Grade Level: 3	Curricular Area: Social Studies/Unit 5-Inquiry and Decision Making School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used).	Dates Taught (month/day/initials):				
SS5E1: Compose a short essay expressing a decision on a local, state, or national policy issue.					



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