

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

| Grade Level: Kdg. | Curricular Area: Social Studies | | | |
|---|--|---|--|--|
| Unit 1: Our Past | Unit 2: Our Earth | Unit 3: Our Government | Unit 4: Working in Our Community | Unit 5: Citizens in Our Community |
| 1A Time and Chronology | 2A People, Places, and Cultures | 3A Purposes of Government | 4A Individual and Household Choices | 5A Information Processing |
| 1B Comprehending the Past | 2B Human/Environment Interaction | 3B Ideals of American Democracy | 4B Business Choices | 5B Conducting Investigations |
| 1C Analyzing and interpreting the Past | 2C Location, Movement and Connections | 3C Democracy in Action | 4C Role of Government | 5C Identifying and Analyzing Issues |
| 1D Judging Decisions from the Past | 2D Regions, Patterns and Processes | 3D American Government and Politics | 4D Economic Systems | 5D Group Decisions |
| | 2E Global Issues and Events | 3E American Government and World Affairs | 4E Trade | 5E Persuasive Writing |



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social Studies

Outcome 1A: All students will sequence chronologically key events from history.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|--|---|
| <p>Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.I.1.EE.1 Use analog and digital clocks to tell time. SS.I.1.EE.2 Use weeks, months and years as intervals of time. SS.I.1.EE.3 Distinguish among the past, the present and the future. SS.I.1.EE.4 Place events of their lives and the lives of others in chronological order.</p> | <ul style="list-style-type: none">• Cut out pictures of God’s creation. Have seven posters hanging on the wall. Allow the children to glue the pictures into the day in which it was created. |



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|--|--|--|--|--|
| 1A: Time and Chronology Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 1 Our Past School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.I.1.EE.1: Use analog and digital clocks to tell time. | | | | | |
| SS.I.1.EE.2: Use weeks, months and years as intervals of time. | | | | | |
| SS.I.1.EE.3: Distinguish among the past, the present and the future. | | | | | |
| SS.I.1.EE.4: Place events of their lives and the lives of others in chronological order. | | | | | |
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Outcome 1B: 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.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|---|---|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.I.2.EE.1 Identify who was involved, what happened and where it happened in stories about the past.</p> <p>SS.I.2.EE.2 Describe the past through the eyes and experiences of those who were there as revealed through their records.</p> <p>SS.I.2.EE.3 Recount events from simple biographies of women and men representing a variety of societies from the past.</p> <p>SS.I.2.EE.4 Identify and explain how individuals in history demonstrated good character and personal virtue.</p> | <ul style="list-style-type: none"> Colonial children played many games but had very few toys. Anything they played with was handmade or used natural materials. Play a game called “Stone Poison,” a favorite with colonial children. This is a game of tag where anytime you are standing on a stone you are safe. Another game children played long ago was “Bowling on the Grass.” Have children set out blocks of wood for bowling pins. Make a bowling ball by wrapping strips of cloth, leather, or yarn into a tight ball. Take turns knocking over the block pins. Comment that just like children long ago, we can thank God for blessing of joyful times in our lives. |



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|---|--|--|--|--|--|
| 1B: Comprehending the Past Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 1 Our Past School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.I.2.EE.1: Identify who was involved, what happened and where it happened in stories about the past. | | | | | |
| SS.I.2.EE.2 : Describe the past through the eyes and experiences of those who were there as revealed through their records. | | | | | |
| SS.I.2.EE.3: Recount events from simple biographies of women and men representing a variety of societies from the past. | | | | | |
| SS.I.2.EE.4: Identify and explain how individuals in history demonstrated good character and personal virtue. | | | | | |
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Outcome 1C: All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.I.3.EE.1 Use a variety of records to construct a narrative about their personal or family histories. SS.I.3.EE.2 Differentiate between historical facts and historical interpretations. SS.I.3.EE.3 Explain why accounts of the same event differ.</p> | <ul style="list-style-type: none"> Ask a grandparent to come to school and tell the children how they celebrated a holiday when they were young. Ask, In what ways was the celebration different then? In what ways was it the same? Emphasize that one thing we can be certain of – God always remains the same. His loving care continues. (See Hebrews 13:8) |



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|--|--|--|--|--|
| 1C: Analyzing and Interpreting the Past Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 1 Our Past School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.I.3.EE.1: Use a variety of records to construct a narrative about their personal or family histories. | | | | | |
| SS.I.3.EE.2: Differentiate between historical facts and historical interpretations. | | | | | |
| SS.I.3.EE.3: Explain why accounts of the same event differ. | | | | | |
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Outcome 1D: All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|--|---|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.I.4.EE.1 Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences. SS.I.4.EE.2 Evaluate decisions made by others as reported in stories about the past.</p> | <ul style="list-style-type: none"> • Passion plays dramatize the story of Holy Week. Famous ones are held in Oberammergau, Germany, in Garden Grove, California, and in Spearfish, South Dakota. Let the children put on their own Passion play to celebrate the story of Lent and Easter. |



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|---|--|--|--|--|--|
| 1D: Judging Decisions from the Past Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 1 Our Past School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.I.4.EE.1: Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences. | | | | | |
| SS.I.4.EE.2: Evaluate decisions made by others as reported in stories about the past. | | | | | |
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Outcome 2A: All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|--|--|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.II.1.EE.1 Describe the human characteristics of places and explain some basic causes for those characteristics. SS.II.1.EE.2 Describe the natural characteristics of places and explain some basic causes for those characteristics.</p> | <ul style="list-style-type: none"> • People around the world speak many languages. Let the children view a video in Spanish, French, German, or any foreign language. Perhaps the children will want to learn more. Comment that God wants His Word of salvation to be communicated to all people in all languages. • Abraham traveled through the desert to a new home. Let the children hear the story of his journey. What did he and his family need to take with them? Set up a tent in the schoolyard for the story and snack times. Emphasize that Abraham trusted God to lead him to a new home. |



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|---|---|--|--|--|--|
| 2A: People, Places, and Cultures Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 2 Our Earth School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.II.1.EE.1: Describe the human characteristics of places and explain some basic causes for those characteristics. | | | | | |
| SS.II.1.EE.2: Describe the natural characteristics of places and explain some basic causes for those characteristics. | | | | | |
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Outcome 2B: All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|---|--|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.II.2.EE.1 Describe how people use the environment to meet human needs and wants.</p> <p>SS.II.2.EE.2 Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.</p> <p>SS.II.2.EE.3 Suggest ways the people can help improve their environment.</p> | <ul style="list-style-type: none"> • Make a chart for each environment. On each chart list the plants and animals that are a part of that habitat. Draw simple pictures beside the words to help children “read.” Thank God for each living plant and animal. |



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|--|--|--|--|--|--|
| 2B: Human/Environment Interaction Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 2 Our Earth | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | School Year: | | | | |
| SS.II.2.EE.1: Describe how people use the environment to meet human needs and wants. | | | | | |
| SS.II.2.EE.2: Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment. | | | | | |
| SS.II.2.EE.3: Suggest ways the people can help improve their environment. | | | | | |
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Outcome 2C: All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|---|---|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.II.3.EE.1 Identify locations of significance in their immediate environment and explain reasons for their location.</p> <p>SS.II.3.EE.2 Identify people and places in other locations and explain their importance to the community.</p> <p>SS.II.3.EE.3 Identify people, goods, services and ideas in their local community which have come from other places and describe why they moved.</p> | <ul style="list-style-type: none"> Share books about helpers God gives us (e.g., firefighters, doctors, librarians) and the tools they use. After the children have had opportunity to look at this collection of books, make a classroom book. Ask children to draw a picture to show what kind of helper they would like to be when they grow up. (Add their dictated text to the pictures.) Remind them that whatever job they do, and whether they are young or old, they can show God’s love in their hearts to others by being kind and helpful. |



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|--|---|--|--|--|--|
| 2C: Location, Movement and Connections Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 2 Our Earth School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.II.3.EE.1: Identify locations of significance in their immediate environment and explain reasons for their location. | | | | | |
| SS.II.3.EE.2: Identify people and places in other locations and explain their importance to the community. | | | | | |
| SS.II.3.EE.3: Identify people, goods, services and ideas in their local community which have come from other places and describe why they moved. | | | | | |
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Outcome 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.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|---|---|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.II.4.EE.1 Identify regions in their immediate environment and describe their characteristics and boundaries. SS.II.4.EE.2 Compare their community and region with others. SS.II.4.EE.3 Describe changes in the region over time as well as presently.</p> | <ul style="list-style-type: none"> Play the game “People to People.” Children stand with a partner. When the leader calls out “ear to ear,” the partners touch ears. When “hand to hand” is called, partners touch hands. The game goes on naming other body parts until the leader says “People to People,” at which time the children change partners. Start again. Comment that this game would be no fun without other people; thank God for people of all sizes, ages, colors, and countries. |



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|---|--|--|--|--|
| 2D: Regions, Patterns and Processes Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 2 Our Earth School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.II.4.EE.1: Identify regions in their immediate environment and describe their characteristics and boundaries. | | | | | |
| SS.II.4.EE.2: Compare their community and region with others. | | | | | |
| SS.II.4.EE.3: Describe changes in the region over time as well as presently. | | | | | |
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Outcome 2E: All students will describe and explain the causes, consequences, and geographic context of major global issues and events.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|--|---|
| <p>Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.II.5.EE.1 Locate and describe major world events that are having an impact on their community and explain why they are important to the community.</p> | <ul style="list-style-type: none">• Adopt a missionary friend. Write letters, send drawings and pictures, and pray for this friend who lives far away. Learn about your new friend's country. |



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|---|--|--|--|--|
| 2E: Global Issues and Events Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 2 Our Earth School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.II.5.EE.1: Locate and describe major world events that are having an impact on their community and explain why they are important to the community. | | | | | |
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Outcome 3A: 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.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|--|--|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.III.1.EE.1 Cite examples of government carrying out its legal authority in their local community. SS.III.1.EE.2 Describe consequences of not having rules.</p> | <ul style="list-style-type: none"> • Visit the mayor of your community. Before your visit, help the children to learn the mayor’s name and how to pronounce it. Talk about the mayor’s job. Think of questions to ask him (E.g. What are some important things you do? Who helps you? What do you like best?) At the end of the visit, lead the children in prayer. Ask God to help the mayor as he/she serves. |



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|--|--|--|--|--|
| 3A: Purposes of Government Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 3 Our Government School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.III.1.EE.1: Cite examples of government carrying out its legal authority in their local community. | | | | | |
| SS.III.1.EE.2: Describe consequences of not having rules. | | | | | |
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Outcome 3B: 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.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|---|--|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.III.2.EE.1 Identify aspects of life at school and in the local community that illustrate justice and freedom.</p> | <ul style="list-style-type: none"> • Invite a police officer to visit the classroom. Have him talk about his work and demonstrate how the children can identify a police officer so they know he is a safe helper. Thank God for police officers. |



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|---|---|--|--|--|--|
| 3B: Ideals of American Democracy Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 3 Our Government | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | School Year: | | | | |
| SS.III.2.EE.1: Identify aspects of life at school and in the local community that illustrate justice and freedom. | Dates Taught (month/day/initials): | | | | |
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Outcome 3C: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|---|--|
| Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde | SS.III.3.EE.1 Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values. | <ul style="list-style-type: none">• Develop a book center with literature about people who care for our health (e.g., doctors, nutritionists) and safety (e.g., police officers, highway construction workers). Include books about Jesus, who has the utmost care for our well-being, physical and spiritual. |



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|---|---|--|--|--|--|
| 3C: Democracy in Action Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 3 Our Government | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | School Year: | | | | |
| SS.III.3.EE.1: Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values. | Dates Taught (month/day/initials): | | | | |
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Outcome 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.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|--|---|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.III.4.EE.1 Identify rules at school and in the local community and consider consequences for breaking rules. SS.III.4.EE.2 Describe fair ways for groups to make decisions. SS.III.4.EE.3 Describe ways that individuals influence each other.</p> | <ul style="list-style-type: none"> Give each child the name of another child in the class. This is a “secret” friend for the day. Direct the children to secretly show special kindness to that person. Later in the day let children reveal who their secret friend is. Celebrate as a group by sharing snacks. Comment that it is not secret that Jesus is our Friend who loves us, forgives us, and is so good to us. |



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|--|--|--|--|--|
| 3D: American Government and Politics Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 3 Our Government School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.III.4.EE.1: Identify rules at school and in the local community and consider consequences for breaking rules. | | | | | |
| SS.III.4.EE.2: Describe fair ways for groups to make decisions. | | | | | |
| SS.III.4.EE.3: Describe ways that individuals influence each other. | | | | | |
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Outcome 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.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|---|--|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.III.5.EE.1 Distinguish between events in this country and events abroad. SS.III.5.EE.2 Recognize that events in other countries can affect Americans.</p> | <ul style="list-style-type: none"> • Talk about clothes from around the world. God created people all over the world who wear different kinds of clothes. Place a request in the church/school newsletter asking people who have articles of clothing specific to other countries to come and show these to the children. Visitors can model clothing, tell from what it is made, and show on a globe where the clothing originated. Help children to appreciate the variety of people and customs in our world. Emphasize that God loves all people, no matter where they live or how they look. |



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|--|--|--|--|--|
| 3E: American Government and World Affairs Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 3 Our Government School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.III.5.EE.1: Distinguish between events in this country and events abroad. | | | | | |
| SS.III.5.EE.2: Recognize that events in other countries can affect Americans. | | | | | |
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Church Extension Fund

Outcome 4A: 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.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|--|--|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.IV.1.EE.1 Identify ways families produce and consume goods and services. SS.IV.1.EE.2 List ways that individuals can conserve limited resources.</p> | <ul style="list-style-type: none"> • Tell the story of Jesus feeding thousands of people (Matthew 14:13, Mark 6:30, Luke 9:10). He gave them bread and fish. Offer sardines and crackers or tuna and bread or fish-shaped crackers to the children. Eat outside while telling Bible stories about God’s love. |



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|---|---|--|--|--|--|
| 4A: Individual and Household Choices Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 4 Working in Our Community | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | School Year: | | | | |
| SS.IV.1.EE.1: Identify ways families produce and consume goods and services. | | | | | |
| SS.IV.1.EE.2: List ways that individuals can conserve limited resources. | | | | | |
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Church Extension Fund

Outcome 4B: All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|---|--|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.IV.2.EE.1 Connect economic needs with businesses that meet them. SS.IV.2.EE.2 Select a particular good or service and describe the types of resources necessary to produce and distribute it.</p> | <ul style="list-style-type: none"> Where do people in the city get clothes? First clothes have to be made in factories from various materials. (God makes the cotton, sheep [wool], and cows [leather] grow so that various materials can be made.) Then they are taken to a store where people can buy them. Where do people in the country get their clothes? They have to come to the stores in the city to buy fabric and clothes. People in the country need people in the city; and, all people need God. |



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|---|---|--|--|--|--|
| 4B: Business Choices Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 4 Working in Our Community | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | School Year: | | | | |
| SS.IV.2.EE.1: Connect economic needs with businesses that meet them. | | | | | |
| SS.IV.2.EE.2: Select a particular good or service and describe the types of resources necessary to produce and distribute it. | | | | | |
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Church Extension Fund

Outcome 4C: All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|---|---|--|
| <p>Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.IV.3.EE.1 Describe a good or service provided by the local government and the method of payment. SS.IV.3.EE.2 Identify the goods and services their school provides and the people who provide them. SS.IV.3.EE.3 Identify an unmet local economic need and propose a plan to meet it.</p> | <ul style="list-style-type: none"> • Invite parents to share information about their occupations with the class. Ask them to tell the class how God uses them to help others. |



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|---|--|--|--|--|
| 4C: Role of Government Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 4 Working in Our Community | | | | |
| Michigan Standards, Benchmark, or GLCE (The <i>italicized</i> indicates the one used) | School Year: | | | | |
| SS.IV.3.EE.1: Describe a good or service provided by the local government and the method of payment. | | | | | |
| SS.IV.3.EE.2: Identify the goods and services their school provides and the people who provide them. | | | | | |
| SS.IV.3.EE.3: Identify an unmet local economic need and propose a plan to meet it. | | | | | |
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Church Extension Fund

Outcome 4D: 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.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|--|--|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.IV.4.EE.1 Identify examples of markets they experience in their daily life. SS.IV.4.EE.2 Distinguish between producers and consumers in a market economy. SS.IV.4.EE.3 Describe how the choices they make impact business decisions.</p> | <ul style="list-style-type: none"> • Visit a local supermarket and /or purchase fruits and vegetables that are grown or are more commonly used in other countries. Sample the fresh food or have a volunteer make a special dish using the food. God gives us many different kinds of foods to enjoy. Although some of the food may be unfamiliar to us and may not be our favorites, the foods are still good and many people enjoy them. Praise God for His goodness in giving us a variety of foods. |



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|---|--|--|--|--|
| 4D: Economic Systems Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 4 Working in Our Community | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | School Year: | | | | |
| SS.IV.4.EE.1: Identify examples of markets they experience in their daily life. | | | | | |
| SS.IV.4.EE.2: Distinguish between producers and consumers in a market economy. | | | | | |
| SS.IV.4.EE.3: Describe how the choices they make impact business decisions. | | | | | |
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Church Extension Fund

Outcome 4E: All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|--|---|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.IV.5.EE.1 Recognize economic exchanges in which they participate. SS.IV.5.EE.2 Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services.</p> | <ul style="list-style-type: none"> • How do people in the country get their food? God sends sun and rain to make plants grow. How do people in the city get their food? People in the city need help from people in the country. All of us need God even more, not only to provide food for us to eat, but we especially need God’s Son, Jesus, our Savior. Invite children to set up country and city scenes in the building center and use toy trucks to take food from the country to factories and stores in the city. |



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|---|---|--|--|--|--|
| 4E: Trade Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 4 Working in Our Community | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | School Year: | | | | |
| SS.IV.5.EE.1: Recognize economic exchanges in which they participate. | | | | | |
| SS.IV.5.EE.2: Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services. | | | | | |
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Church Extension Fund

Outcome 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.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|---|---|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.V.1.EE.1 Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables.</p> <p>SS.V.1.EE.2 Acquire information from observation of the local environment.</p> <p>SS.V.1.EE.3 Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.</p> | <ul style="list-style-type: none"> • Why do we read books? Share with the children that books and reading can be fun, relaxing when you are very tired, informative when you want to learn something, and inspirational when you need help or comfort. Encourage parents and siblings to read to younger children. In your weekly newsletter suggest that families have a reading time when the TV is off and all is quiet and everyone reads. Encourage them to use some of this time to read together about God’s love to us through Christ Jesus and to conclude this time together with a family prayer. • Go to the church sanctuary and look at the books used in worship. Especially let the children see the Bibles that are on the lectern, pulpit, and altar. |



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|---|--|--|--|--|
| 5A: Citizens in Our Community Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 5 Citizens in Our Community School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.V.1.EE.1: Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables. | | | | | |
| SS.V.1.EE.2: Acquire information from observation of the local environment. | | | | | |
| SS.V.1.EE.3: Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience. | | | | | |
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Outcome 5B: 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 hypotheses, reporting results both orally and in writing, and making use of appropriate technology.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|--|---|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.V.2.EE.1 Pose a question about life in their school or local community. SS.V.2.EE.2 Gather and analyze information in order to answer the question posed. SS.V.3.EE.3 Construct an answer to the question posed and support their answer with evidence. SS.V.EE.4 Report the results of their investigation.</p> | <ul style="list-style-type: none"> Ask grandparents to bring “Show and Tell” items from their childhood. Give children time to ask questions. Following the presentations, allow children to walk around and touch or share some of the items. Ask grandparents to also share a favorite Bible verse and perhaps explain why it is a favorite. |



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|---|--|--|--|--|
| 5B: Conducting Investigations Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 5 Citizens in Our Community School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.V.2.EE.1: Pose a question about life in their school or local community. | | | | | |
| SS.V.2.EE.2: Gather and analyze information in order to answer the question posed. | | | | | |
| SS.V.3.EE.3: Construct an answer to the question posed and support their answer with evidence. | | | | | |
| SS.V.EE.4: Report the results of their investigation. | | | | | |
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Outcome 5C: All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|--|--|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.VI.1.EE.1 Pose a question about matters of public concern that they have encountered in school or in the local community SS.VI.1.EE.2 Compare their own viewpoint about the matter raised with that of another individual.</p> | <ul style="list-style-type: none"> • Visit the mayor of your community. Before your visit, help the children to learn the mayor’s name and how to pronounce it. Talk about the mayor’s job. Think of questions to ask him (E.g. What are some important things you do? Who helps you? What do you like best?) At the end of the visit, lead the children in prayer. Ask God to help the mayor as he/she serves. |



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|---|--|--|--|--|
| 5C: Identifying and Analyzing Issues Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 5 Citizens in Our Community School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.VI.1.EE.1: Pose a question about matters of public concern that they have encountered in school or in the local community | | | | | |
| SS.VI.1.EE.2: Compare their own viewpoint about the matter raised with that of another individual. | | | | | |
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Church Extension Fund

Outcome 5D: 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.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|---|---|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.VI.2.EE.1 Engage each other in conversations about issues pertaining to governing their school.</p> | <ul style="list-style-type: none"> Identify helpers and leaders from Bible stories. (E.g., Dorcas – seamstress, Peter – fisherman, David – musician, Gideon – soldier.) Ask, Who is the best Helper? Jesus is our Helper from sin, death, and the devil. Praise and thank God for Jesus and what He did for us. Sing “God Loves Me Dearly.” |



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|---|--|--|--|--|
| 5D: Group Decisions Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 5 Citizens in Our Community School Year: | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | Dates Taught (month/day/initials): | | | | |
| SS.VI.2.EE.1: Engage each other in conversations about issues pertaining to governing their school. | | | | | |
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Church Extension Fund

Outcome 5E: All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|--|---|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.VI.3.EE.1 Compose brief statements expressing a decision on an issue in the school or local community.</p> | <ul style="list-style-type: none"> • Display pictures from newspapers of people in difficult circumstances. Talk about how the people must feel, encouraging a sympathetic feeling in the children. Pray that God may help these people (include very specific requests.) • Ask the children to think of ways you can tell something (communicate) without speaking or writing words (e.g., pantomime, painting, sculpture, music.) Pantomime is a fun way to communicate. Give two children a secret message (“Jesus loves you.” “You are my friend.” “I can jump rope.”) Let them use quiet actions to demonstrate their message. The class may try to guess. Try one pantomime scene each day until everyone has had a turn. |



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|--|--|--|--|--|
| 5E: Persuasive Writing Teacher Name: _____ Grade Level: Kindergarten | Curricular Area: Social Studies /Unit 5 Citizens in Our Community | | | | |
| Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used) | School Year: | | | | |
| SS.VI.3.EE.1: Compose brief statements expressing a decision on an issue in the school or local community. | Dates Taught (month/day/initials): | | | | |
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Church Extension Fund

Outcome 5F: All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|---|---|
| <p style="text-align: center;">Kindergarten Social Studies Grade Level Content Expectations Coming Soon Check website : www.michigan.gov/mde</p> | <p>SS.VII.1.EE.1 Help to determine, interpret and enforce school rules. SS.VII.1.EE.2 Participate in projects designed to help others in their local community.</p> | <ul style="list-style-type: none"> • Children need good role models and heroes. Make a bulletin board about Bible friends. Adapt this feature by making a display of pictures of familiar leaders in the church. |



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|---|--|--|--|--|
| <p>5F: All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. Teacher Name: _____ Grade Level: Kindergarten</p> | <p>Curricular Area: Social Studies /Unit 5 Citizens in Our Community School Year:</p> | | | | |
| <p>Michigan Standards, <i>Benchmark</i>, or GLCE (The <i>italicized</i> indicates the one used)</p> | <p>Dates Taught (month/day/initials):</p> | | | | |
| <p>SS.VII.1.EE.1: Help to determine, interpret and enforce school rules.</p> | | | | | |
| <p>SS.VII.1.EE.2: Participate in projects designed to help others in their local community.</p> | | | | | |
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