

AMA ESD
K-4 Social Studies
Power Standards
and
Related Learning Targets

Based on the Michigan Social Studies Grade Level Content Expectations

Adapted from the Mid-Michigan Consortium.

What are Power Standards?

- Power standards are the most important learning targets for a grade, often culminating a learning progression that started at earlier grades.
- Power standards prepare students for what they will learn in later grades.
- Power standards help focus and enhance teachers' understanding of the state expectations.
- Power standards may be big ideas, skills or dispositions.
- Power standards may be rewritten in teacher or student friendly language.
- Power standards may combine more than one GLCEs.
- Power standards do not replace the GLCEs.

Related Learning Targets

The related learning targets include the foundational knowledge and skills behind the power standard. In most cases they are GLCEs, although some foundational knowledge and skills needed to master a power standard are included here that may not have been included in the GLCEs.

Some foundational learning targets for a power standard are found in an earlier grade, so be sure to check the corresponding power standard and related learning targets in one or two previous grades.

Formative assessments are most often developed from the related learning targets rather than the power standards, to help students know where they are in their progress toward confident and reliable performance of the power standard. This knowledge helps students take responsibility for their learning and helps teachers plan the next steps needed to move students forward.

Social Studies K-4 Power Standards

	Kindergarten Myself and Others	1st Grade Families and Schools	2nd Grade The Local Community	3rd Grade Michigan Studies	4th Grade United States Studies
History Perspective	SSK.1 Use primary and secondary sources to begin understanding of past, present, and future.	SS1.1 Using primary and secondary sources, compare life today with life in the past, tell a narrative and draw possible conclusions about family/school life.	SS2.1 Using primary and secondary sources, describe changes in the local community over time (years and decades), and construct a historical narrative about the history of the local community.	SS3.1 Use primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan.	SS4.1 Using a variety of primary and secondary sources, construct a historical narrative comparing lives of people in the Great Lakes region.
Geography Perspective	SSK.2 Apply geographic themes to understand the immediate environment (classroom, home, and playground).	SS1.2 Apply the five geographic themes to understand significant places in the school environment.	SS2.2 Apply the five geographic themes to understand spatial organization of the local community, its characteristics, and its location within a larger region.	SS3.2 Apply the five geographic themes to understand physical and human characteristics of Michigan, its regions, and regions to which it belongs.	SS4.2 Apply the five geographic themes to understand how geographers use tools and technologies to understand the effects of human activities on the physical environment of the United States.
Civic Perspective	SSK.3 Use values and principles of American democracy to describe fairness and responsibilities that come with our rights.	SS1.3 Use values and principles of American democracy to give examples of the use of power with authority in school, identify reasons for rules in school, and how conflicts might be resolved in fair and just ways.	SS2.3 Use values and principles of American democracy to explain why and how local governments are formed, how they operate, and how citizens participate in community decisions.	SS3.3 Use values and principles of American democracy to explain purposes, principles, and functions of Michigan's state government and the Michigan Constitution.	SS4.3 Use values and principles of American democracy to explain purposes, principles, and functions of the United States government and rights of citizenship as identified in the United States Constitution and Bill of Rights.
Economic Perspective	SSK.4 Use economic principles to understand the difference between goods and services, needs and wants, and recognize when they participate in trade.	SS1.4 Use economic principles to distinguish between producers and consumers, wants and needs (scarcity and choice), and goods and services, as well as describe reasons why people trade.	SS2.4 Use economic principles to identify, describe, and use examples to explain fundamental principles and concepts of economics (specialization, opportunity cost, and natural, human, and capital resources).	SS3.4 Use economic principles to explain the economic development and interdependence of Michigan, the U.S. and global economies.	SS4.4 Use economic principles to analyze and explain fundamental concepts of economics as they pertain to the economic development and interdependence of U.S. and global economies.
Public Discourse, Decision Making, and Citizen Involvement	SSK.5 Identify a public issue in the classroom; express a position and develop an action plan to inform others about a public issue.	SS1.5 Identify a public issue in the school community; express a position and develop an action plan to inform others about a public issue.	SS2.5 Identify a public issue in the local community; express a position and develop an action plan to inform others about a public issue.	SS3.5 Identify a public issue in the state of Michigan; express a position and develop an action plan to inform others about a public issue.	SS4.5 Identify a public issue in the United States; express a position and develop an action plan to inform others about a public issue.

Kindergarten Power Standards

History

SSK.1 – Use primary and secondary sources to begin understanding of past, present, and future.

Related learning targets:

- Distinguish and sequence events, by creating personal timelines from events in their own lives. (KH2.0.1, KH2.0.2, KH2.0.3)
- Describe ways people learn from the past using primary sources, which include photographs, diaries, and artifacts. Secondary sources include stories, trade books, and videos. (KH2.0.4)

Geography

SSK.2 – Apply the geographic themes to understand the immediate environment (classroom, home, and playground).

Related learning targets:

- Use maps and globes, and identify and describe location and place in the immediate environment. (KG1.0.1, KG1.0.2, KG2.0.1)
- Describe ways people use their environment to meet human needs and wants. (human/interaction) (KG5.0.1)

Civics and Government

SSK.3 – Use values and principles of American democracy to describe fairness and responsibilities that come with our rights.

Related learning targets:

- Explain why people do not have the right to do whatever they want and describe fair ways for people to make decisions. (KC2.0.2, KC2.0.3)
- Identify situations where they have shown personal responsibility. (KC5.0.1)
- Identify our country's flag as an important symbol of the United States. (KC2.0.1)*

**Not specifically stated in Power Standard*

Economics

SSK.4 – Use economic principles to understand the difference between goods and services, needs and wants, and recognize when they participate in trade. (KE1.0.1, KE1.0.2, KE1.0.3)

Related learning targets:

- Describe economic wants they have experienced. (KE1.0.1)
- Distinguish between goods and services. (KE1.0.2)

- Recognize situations in which people trade. (KE1.0.3)

Public Discourse, Decision Making, and Citizen Involvement

SSK.5 – Identify a public issue in the classroom; express a position and develop an action plan to inform others about a public issue.

Related learning targets:

- Students will begin to identify, investigate and develop a plan on a classroom issue. (KP3.1.1, KP4.2.1)
- Use graphs, express a personal position, compare viewpoints, and participate in a project to help or inform others. (KP3.1.2, KP3.1.3, KP3.3.1, KP4.2.2)

First Grade Power Standards

History

SS1.1 – Using primary and secondary sources, compare life today with life in the past, tell a narrative and draw possible conclusions about family/school life.

Related learning targets:

- Use primary sources (includes photographs, diaries, and artifacts) and secondary sources (includes stories, trade books, and videos) to compare and draw possible conclusions about family/school life in the past and present. (1H2.0.3, 1H2.0.5, 1H2.0.6)
- Demonstrate chronological thinking (past, present, future) by using calendar skills, identifying important people and events associated with national holidays, and retelling stories. (1H2.0.1, 1H2.0.2, 1H2.0.4, 1H2.0.7)

Geography:

SS1.2 – Apply the five geographic themes to understand significant places in the school environment.

Related learning targets:

- Construct simple maps and use personal directions to distinguish between absolute and relative location in the classroom. (1G1.0.1, 1G1.02, 1G1.03)
- Distinguish between physical and human characteristics of places within school regions, and describe ways in which they can be modified and adapted to the environment (human/environmental interaction). (1G2.0.1, 1G2.0.2, 1G2.01, 1G5.0.1)
- Using maps and globes, understand how mapmakers distinguish between landmasses and bodies of water. (1G1.0.4*)
- Understand how human activities help shape the Earth’s surface by using components of culture (foods, language, religion, and traditions) to describe diversity in family life. (1G4.0.1*)

*Not specifically stated in Power Standard

Civics and Government

SS1.3 – Use values and principles of American democracy to give examples of the use of power with authority in school, identify reasons for rules in school, and how conflicts might be resolved in fair and just ways.

Related learning targets:

- Students will give examples of the use of power with authority in school; identify reasons for rules in school, and how they can limit power without authority. (1C1.0.1, 1C1.0.2, 1C1.0.3)

- Describe some responsibilities that people have at home or school, explain how people act as good citizens, and explain how conflicts might be resolved in fair and just ways. (1C5.0.1, 1C5.0.2, 1C2.0.1)
- Identify important symbols of the United States of America (Statue of Liberty, Uncle Sam, White House, Bald Eagle). (1C2.0.2*)

*Not specifically stated in Power Standard

Economics

SS1.4 – Use economic principles to distinguish between producers and consumers, wants and needs (scarcity and choice), and goods and services, as well as describe reasons why people trade.

Related learning targets:

- Students will begin to distinguish between producers and consumers, wants and needs (scarcity, choice), and goods and services. (1E1.0.1, 1E1.0.2, 1E1.0.3,)
- Describe how people earn money, how money simplifies trade, and give reasons why people voluntarily trade. (1E1.0.4, 1E1.0.5, 1E1.0.6)

Public Discourse, Decision Making, and Citizen Involvement

SS1.5 – Identify a public issue in the school community; express a position and develop an action plan to inform others about a public issue.

Related learning targets:

- Identify and investigate a school issue that influences the lives in the school community, using graphic data to form an opinion. (1P3.1.1, 1P3.1.2, 1P3.3.1)
- Identify alternative solutions, develop a plan, and participate in a project to help or inform others. (1P3.1.3, 1P4.2.1, 1P4.2.2)

Second Grade Power Standards

History

SS2.1 – Using primary and secondary sources, describe changes in the local community over time (years and decades), and construct a historical narrative about the history of the local community.

Related learning targets:

- Using primary and secondary sources*, construct a timeline and historical narrative describing the changes of the local community over time (sequencing). (2H2.0.1, 2H2.0.4, 2H2.0.6)
- Describe a past community problem, explain how descriptions of the same event can differ, how it was resolved, and use an example the role of the individual in creating history. (2H2.0.2, 2H2.0.3, 2H2.0.5)

*Primary: photographs, diaries, artifacts; Secondary: stories, trade books, videos.

Geography

SS2.2 – Apply the five geographic themes to understand spatial organization of the local community, its characteristics, and its location within a larger region.

Related learning targets:

- Construct maps to describe the spatial organization of the local community, compare its characteristics with other communities, and describe the role of the local community as it relates to larger regions. Location (2G1.0.1, 2G1.0.2), Regions (2G2.0.1, 2G2.0.2)
- Students will describe land use and the means people create for moving people, goods, and ideas within a local community. Place (2G4.0.1), Movement (2G4.0.2)
- Describe positive/negative consequences of human interaction within the community, and ways that people can responsibly interact with the environment. Human/Environmental Interaction (2G5.0.1, 2G5.0.2)
- Understand how human activities help shape the Earth's surface by using components of culture (foods, language, religion, and traditions) to describe diversity in the local community. (2G4.0.3*)

*Not specifically stated in Power Standard

Civics and Government:

SS2.3 – Use values and principles of American democracy to explain why and how local governments are formed, how they operate, and how citizens participate in community decisions.

Related learning targets:

- Explain why and how local governments are formed, how they operate, the services they provide, and how citizens are affected. (2C1.01, 2C3.0.1, 2C3.0.2, 2C3.03)

- Distinguish between government action and private action, and explain the balance between individual rights with the common good. (2C1.0.2, 2C2.0.1)
- Distinguish between personal and civic responsibilities, identify ways to participate in community decision-making, and design a community improvement project. (2C5.0.1, 2C5.0.2, 2C5.0.3)
- Describe how the Pledge of Allegiance reflects the core democratic value of patriotism. (2C2.0.2*)

*Not specifically stated in Power Standard

Economics

SS2.4 – Use economic principles to identify, describe, and use examples to explain fundamental principles and concepts of economics (specialization, opportunity cost, and resources—natural, human, and capital).

Related learning targets:

- Describe natural, human, and capital resources needed for producing goods/services, and explain why people depend on trade with others (specialization). (2E1.0.4, 2E1.0.5)
- Identify the opportunity cost involved in a consumer decision. (2E1.0.1)
- Identify businesses in the local community and explain how the economic wants of consumers (2E1.0.2, 2E1.0.3)

Public Discourse, Decision Making, and Citizen Involvement

SS2.5 – Identify a public issue in the local community; express a position and develop an action plan to inform others about a public issue.

Related learning targets:

- Identify and investigate a public issue that influences the lives in the local community, using graphic data to form an opinion, and explain how conflicts over core democratic values lead people to differ on resolutions. (2P3.1.1, 2P3.1.2, 1P3.1.3, 2P3.3.1)
- Investigate and develop a plan on a public policy issue in their local community to help or inform others. (2P4.2.1, 2P4.2.2)

Third Grade Power Standards

History

SS3.1 – Use primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan.

Related learning targets:

- Using primary and secondary sources*, construct a timeline and historical narrative about the daily life in the early settlements of Michigan (pre-statehood). (3H3.0.1, 3H3.0.2, 3H3.0.7, 3H3.0.9, 3H3.0.10)
- Draw upon traditional stories of American Indians who lived in Michigan in order to make generalizations about their beliefs, some of the interactions that occurred between them and the first European explorers and settlers in Michigan, and describe how the ideas and actions of individuals affected the history of Michigan. (3H3.0.4, 3H3.0.6, 3H3.0.8)
- Use informational text and visual data to compare how American Indians and settlers adapted to, used, and modified the environment, and describe the causal relationships between three events in Michigan’s past. (3H3.0.3, 3H3.0.5)

*Primary: photographs, diaries, artifacts; Secondary: stories, trade books, videos.

Geography

SS3.2 – Apply the five geographic themes to understand physical and human characteristics of Michigan, its regions, and regions to which it belongs.

Related learning targets:

- Using cardinal directions and relative locations, identify significant places in the immediate environment) and describe physical/human characteristics of Michigan. (3G1.0.1, 3G1.0.2)
- Describe different regions to which Michigan belongs. (3G2.0.2)
- Identify and describe ways in which Michigan can be divided into different regions, describe major kinds of economic activity in each of these regions, and the reasons why diverse groups came to each region (push/pull factors). (3G2.0.1, 3G4.0.1, 3G4.0.2)
- Use thematic maps to locate Michigan’s natural resources, describe how people in Michigan adapt to, use, and modify our natural resources, and explain the consequences of their use. (3G1.0.2, 3G5.0.1, 3G5.0.2)
- Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (3G4.0.3)
- Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage. (3G4.0.4*)

*Not specifically stated in Power Standard

Civics and Government

SS3.3 – Use values and principles of American democracy to explain purposes, principles, and functions of Michigan’s state government and the Michigan Constitution.

Related learning targets:

- Describe the purpose of the Michigan Constitution, how Michigan represents the principle of representative government, and how it fulfills one of the purposes of government (protecting individual rights, promoting the common good, and ensuring equal treatment under law). (3C1.0.1, 3C2.0.1, 3C3.0.5)
- Describe the roles and powers of state government, its three branches and their powers, and compare it to that of local government. (3C3.0.1, 3C3.0.3, 3C3.0.4)
- Identify goods and services provided by state government and describe how they are funded (taxes, fees, fines). (3C3.0.2)
- Identify rights (freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (respecting the rights of others, voting, obeying laws). (3C5.0.1)

Economics

SS3.4 – Use economic principles to explain the economic development and interdependence of Michigan, the U.S. and global economies.

Related learning targets:

- Identify, describe, analyze, and use Michigan examples to explain
 - > specialization
 - > scarcity
 - > opportunity costs
 - > choices
 - > incentives
 - > entrepreneurs
 - > interdependence (national/international) (3E1.0.1, 3E1.0.2, 3C3.0.2, 3E1.0.4, 3E2.0.1, 3E3.0.1, 3G4.0.1, 3C3.0.2, 3G4.0.3)
- Analyze how Michigan’s location and natural resources influenced its economic development, and how the subsequent business development affects Michigan’s economic future. (3E1.0.3, 3E1.0.5)

Public Discourse, Decision Making, and Citizen Involvement

SS3.5 – Identify a public issue in the state of Michigan; express a position and develop an action plan to inform others about a public issue.

Related learning targets:

- Use graphic data to identify and analyze public issues in Michigan that influence daily life and evaluate alternative decisions on those issues, and explain how conflicts over core democratic values lead people to differ on resolutions. (3P3.1.1, 3P3.1.2, 3P3.1.3)
- Compose and justify a personal position with a reasoned argument, develop an action plan/project to help or inform others. (3P3.3.1, 3P4.2.1, 3P4.2.2)

Fourth Grade Power Standards

History

SS4.1 – Using a variety of primary and secondary sources*, construct a historical narrative comparing lives of people in the Great Lakes region.

Related learning targets:

- Use primary and secondary sources to compare the life of people in towns and cities in Michigan and the Great Lakes region during time periods from 1837 to the present, and create timelines (decades) to sequence events. (4H3.0.4, 4H3.0.9)
- Describe how the location of natural resources, the location of industries after 1837, migration and immigration (push/pull factors) impacted the growth and major economic activities of cities in Michigan. (4H3.0.1, 4H3.0.2, 4H3.0.3, 4H3.0.8)
- Construct a historical narrative about the beginnings of the automobile industry and labor movement in Michigan. (3H3.0.5, 4H3.0.6)
- Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (4H3.0.7)

*Primary: photographs, diaries, artifacts; Secondary: case studies, stories, trade books, videos.

Geography

SS4.2 – Apply the five geographic themes to understand how geographers use tools and technologies to understand the effects of human activities on the physical environment of the United States.

Related learning targets:

- Use maps and other geographic tools to describe relative location, elevation, climate, population density, and other physical characteristics of significant places in the United States. (4G1.0.1, 4G1.0.2, 4G1.0.3, 4G1.0.4, 4G1.0.5)
- Describe ways in which the United States can be divided into different regions (political regions, economic regions, landform regions, vegetation regions) and identify the larger region(s) to which Michigan belongs and compare it to another region within the United States. (4G2.0.1, 4G2.0.2)
- Use a case study or story about migration within or to the United States (push/pull factors), and describe the impact of immigration to the United States on the cultural development of different places or regions of the United States. (movement) (4G4.0.1, 4G4.0.2)
- Assess the positive and negative effects of human activities on the physical environment of the United States. (4G5.0.1)

Civics and Government

SS4.3 – Use values and principles of American democracy to explain purposes, principles, and functions of the United States government and rights of citizenship as identified in the United States Constitution and Bill of Rights.

Related learning targets:

- Explain the purpose and principles of federal government, identify specific rights set forth and guaranteed by Preamble, United States Constitution, and Bill of Rights, and explain probable consequences of the absence of government, rules, and their laws. (4C1.0.2, 4C1.0.3, 4C2.0.1, 4C2.0.2)
- Identify and answer political science questions as they relate to the roles, powers, and organizational structure of the three branches of federal government. (4C1.0.1, 4C3.0.2, 4C3.0.3, 4C3.0.4)
- Describe how the President, members of Congress, and justices of the Supreme Court come to power (elections vs. appointments). (4C3.0.6)
- Give examples of the ways the Constitution limits the powers of the national government and further explain how the system of checks and balances works. (4C3.0.1, 4C3.0.5)
- Explain how federal government uses taxing and spending to serve the purposes of government. (4C3.07)
- Explain the relationship between rights and responsibilities of citizenship, why rights have limits, and ways citizens can work together to promote democracy. (4C5.0.1, 4C5.0.2, 4C5.0.3, 4C5.0.4)

Economics

SS4.4 – Use economic principles to analyze and explain fundamental concepts of economics as they pertain to the economic development and interdependence of U.S. and global economies.

Related learning targets:

- Identify questions economists ask to analyze and explain characteristics of a market economy (private property rights, voluntary exchange, competition, consumer sovereignty, incentives, and specialization). (4E1.0.1, 4E1.0.2, 4E1.0.3)
- Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them. (4E1.0.7)
- Explain how specialization, division of labor, competition, and pricing affects decisions about purchasing goods and services (assembly line, supply and demand, and substitute goods) as they pertain to the economic development of United States and global economies. (4E1.0.4, 4E1.0.5, 4E1.0.6)
- Describe how global competition impacts the national/international economy and how changes in the United States economy impact levels of employment and unemployment. (4E2.0.1, 4E3.0.1)
- Explain why public goods (libraries, roads, and parks) are not privately owned. (4E1.0.8)

Public Discourse, Decision Making, and Citizen Involvement

SS4.5 – Identify a public issue in the United States; express a position and develop an action plan to inform others about a public issue.

Related learning targets:

- Use graphic data to identify and analyze public issues in the United States that influence daily life and evaluate alternative decisions on those issues, and explain how conflicts over core democratic values lead people to differ on resolutions. (4P3.1.1, 4P3.1.2, 4P3.1.3)
- Compose a brief essay to justify a personal position with a reasoned argument, and develop an action plan/project to help or inform others. (4P3.3.1, 4P4.2.1, 4P4.2.2)