

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: 5th	Curricular Area: Social studies			
Unit 1: Historical Perspective	Unit 2: Geographic Perspective	Unit 3: Civic Perspective	Unit 4: Economic Perspective	Unit 5: Inquiry and Decision Making
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 The 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 Discussion
1E	2E Global Issues and Events	3E American Government and World Affairs	4E Trade	5E Compose Persuasive Writing Expressing a Position on a Public Policy Issue



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social studies Grade 5 History

Outcome: SS1A: All students will sequence chronologically the following eras of American history and key events within these areas 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). (Time and Chronology)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
Draft Social Studies CLCE are currently under development and will be disseminated upon approval by the State Board of Education. Check the website: www.michigan.gov/mde	SS1A1. Place major events in the early history of the United States in chronological order.	<ul style="list-style-type: none">• Research family, congregational, and school histories. Build chapters for a book of immigration histories that could become a resource for the school.• Investigate important religious events and forces in your state or community and the influencing forces that led up to them.• Tell how you have seen God’s good promises fulfilled in your life.



Outcome: SS1B: All students will understand narratives about major areas of American history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending 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 in the past in the United States.</p> <p>SS1B2. Use narratives and graphic data to compare the past and the present in the United States.</p> <p>SS1B3. Recount the lives and characters of a variety of individuals from the past in 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"> • Columbus signed his name Christoforo Colombo. His name literally means “Christ-bearer.” Ask: In what sense can all of these explorers be called Christ-bearers? How did they bring Christianity to the far corners of the globe? • Write a theme as Bartolome de Las Casas might have written it, talking about God’s will regarding the treatment of American Indians. 1 John 4:10-11 records, “In this is love; not that we have loved God but that He loved us and sent His Son to be the propitiation for our sin. Beloved, if God so loved us, we also ought to love one another.” • Identify one or more places in the United States today that were settled early by Europeans and discuss whether these locations still reflect the cultural and religious heritage of the colonizing European nation. Choices include Cuba (still strongly Catholic, reflecting its Spanish heritage), Northern California (which seems to have little connection with Russia), Delaware (which was once Sweden’s colonial experiment), and New York City (which was first settled by the Dutch.) • Create a map showing the religious perspectives represented in the thirteen colonies. How does faith play an active role in our communities today?



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		<ul style="list-style-type: none"> • Research significant people in the Lutheran Church in American faith history (e.g., C. F. W. Walther, F. C. D. Wyneken, H. M. Muhlenberg) or in another category that you may want to develop, including the modern-day history of your congregation. Work individually or in pairs, and present findings to the class. • Compare the struggle for God’s people to free themselves from slavery in Egypt with out nation’s struggle for independence from Great Britain. (God was directing His people in their release from slavery in Egypt. Some colonists believed the same about their fight, as some Christian clergy played an active and impassioned role in fighting.) • Hancock and members of the Continental Congress declared May 17, 1776, as a day of humiliation, fasting, and prayer, recommending that Christians of all denominations assemble for public worship to ask for forgiveness and guidance and blessing for the future. What does this action by the Continental Congress evidence about these early leaders? • Write an essay comparing the sacrifice of the patriots to earn our freedom with the price Jesus paid for our salvation.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1B: Comprehending the Past Teacher Name: _____ Grade Level: 5	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 in the past in the United States.					
SS1B2: Use narratives and graphic data to compare the past and the present in the United States.					
SS1B3: Recount the lives and characters of a variety of individuals from the past in 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. Interpret conflicting accounts of events in United States history and analyze the viewpoints of authors.</p> <p>SS1C2. Compose simple narratives of events from the history of the United States.</p>	<ul style="list-style-type: none"> • Pretend you are a colonist just arrived in the New World who has come here to escape religious persecution. Write a diary entry commenting on your experiences and your hopes and dreams for your new life in America. • Prepare a “Boston Tea Party” against the devil—a rebellion against sin. What would you “throw overboard”? • Research and report on lives and professions of faith of selected signers of the Declaration of Independence. • Pretend you are a religious group opposed to slavery. What biblical or other information would you use to argue your case? Write an abolitionist speech opposing slavery from a biblical perspective.



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1C: Analyzing and Interpreting the Past Teacher Name: _____ Grade Level: 5	Curricular Area: Social Studies/Unit1-History School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
SS1C1: Interpret conflicting accounts of events in United States history and analyze the viewpoints of authors.					
SS1C2: Compose simple narratives of events from the history of the United States.					



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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 what is now 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"> • Misunderstandings and arguments between American Indians and white settlers often occurred because of differences in culture and legal systems, and because of differences in strength of numbers and weaponry. Discuss the following: Do any of these factors justify taking someone else’s land from them? We can see now that this was not an admirable and God-pleasing part of American history. • Pretend you are members of the Virginia House of Burgesses. Debate the pros and cons of the proposed declaration of rights. • Research why some Christians supported slavery, while others opposed it so strongly that it even led to violence. Generate statements on the topic of slavery representing the various historical perspectives.



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1D:Judging Decisions from the Past Teacher Name: _____ Grade Level: 5	Curricular Area: Social Studies/Unit1-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 what is now 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 5 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"> • Make a timeline comparing history in the students’ home region and in the Holy Land or other parts of the world. Generate a timeline to show all of human history from creation; through Jesus’ life, death, and resurrection; including the Last Day; and continuing into eternity. • Have students do an Internet search for maps or pictures of colonial Boston and Boston today. Identify at least two similarities and at least two differences between the time periods. Comment on the unchanging quality of God and His attributes. • Direct students to write a paragraph answering this question: “Do you think it is important to preserve old buildings, such as churches, as historic landmarks in today’s time when land is limited and businesses could build on those sites?” How can preserving historic religious sites and understanding their history help nourish the faith of Christians and witness to people in the community? What does history teach us as children of God through faith in Jesus? • Choose a population center in the United States. Use a map to find the physical features



		<p>that made it a good place to locate a city. You may want to write to someone in a church or Lutheran school located in that area to learn how the practices and traditions of Christians in that location differ from your own. Use <i>The Lutheran Annual</i> to find names and addresses.</p> <ul style="list-style-type: none">• Using the National Park Service Web site (www.nps.gov), locate each of the eight houses of worship occupying a site administered by the National Park Service. Tell the importance of each religious site in American history.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2A: People, Places and Cultures Teacher Name: _____ Grade Level: 5	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 roles 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 adaptations, environmental impacts, and the interrelationships among them. (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 processes that created them.</p> <p>SS2B4. Explain how various people and cultures have adapted to and modified the environment.</p>	<ul style="list-style-type: none"> • Talk about how Abraham evidenced his faith in God in the choice of land he gave his nephew Lot. Point out that Abraham sacrificed so Lot could possess the best land. • As a class project, communicate with a Lutheran school class in the area of what was the original Thirteen Colonies. You will find e-mail addresses for most Lutheran schools in <i>The Lutheran Annual</i>. Ask students from that locality about the physical characteristics of their region and how these characteristics affect the decisions their families have made. • Debate the following: Does ruling over the animals mean protecting them or using them for our own good? • Discuss: In what ways and by what activities can Christians make the world a better place for others? • Imagine moving in time and place to one of the early European settlements in North America. What about your life would you need to change? What would you not change? Where might you go where expressing your faith would be dangerous? How would you adapt?



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2B: Human/Environment Interaction Teacher Name: _____ Grade Level: 5	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 processes that created them.					
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, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (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>SS2C4. Describe some of the major movements of goods, people, jobs and information within the colonial United States and explain the reasons for the movements.</p>	<ul style="list-style-type: none"> • Compare life among the earliest people in North America with that of God’s Old Testament people. What does the Bible teach us about the intelligence of even the earliest people? Genesis tells us that the earliest people lived in bands or groups of people. They hunted with primitive instruments, dressed in animal skins, and lived in tents. God created the first people to be intelligent. Adam, the first man, named all the animals. The building capabilities of early generations can be seen in the Tower of Babel and Noah’s ark. • Develop and illustrate stories of how the traders might have brought the teachings of their faith along with them to new places as they exchanged goods. Develop a list of products being sought in the Asian/European trade market. How might cultures confuse the Christian message with trade issues since the missionaries arrived with the traders? • Role-play a conversation between a trader who trusts in Jesus for salvation and an unbelieving fellow trader. Talk about how we can share our faith in Jesus even as we take part in business or in casual conversation.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2C: Location, Movement and Connections Teacher Name: _____ Grade Level: 5	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.					
SS2C4: Describe some of the major movements of goods, people, jobs and information within the colonial United States and explain the reasons for the movements.					



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Curricular Area: Social studies-geography

Outcome: SS2D: All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS2D1. Draw sketch maps of the community, region, and nation.</p> <p>SS2D2. Describe places, cultures, and communities in the United States and compare them with those in other regions and countries.</p>	<ul style="list-style-type: none">• Create personal maps or work in groups to make large-scale maps for classroom display. Map your school or church grounds. Explain how the five functions of the Christian congregation (service, nurture, worship, outreach, and fellowship) are lived out at the various locations.• Analyze factors leading to the settlement of Lutherans in various locations and the influence of the church on that area.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2D: Regions, Patterns and Processes Teacher Name: _____ Grade Level: 5	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: SS2E: All students will describe and explain the causes, consequences, and geographic context of major issues and events.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	SS2E1. Locate major world events and explain how they impact people and the environment.	



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2E:Global Issues and Events Teacher Name: _____ Grade Level: 5	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):				
SS2E1: Locate major world events and explain how they impact people and the environment.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social studies Grade 5 Civics and government

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. (Purposes of Government)

Grade Level Content Expectations (GLCEs)	Michigan Benchmark	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"> • Develop a chart depicting the congregational structure. • Investigate the mission efforts of the LCMS at district and national levels to see how mission is enabled by cooperation at these different levels through organizational structures. • Research how specific synodical agencies and departments work together to further ministry in this world. • Develop a puzzle that shows how various entities fit together to further ministry in the Church at large. • Look up these references and discover the rights of governments, state or national, according to the Bible. Note the reasons why God’s people should obey. Matthew 22:15-22 (taxation) 1 Peter 2:13-16 (obey all authority)



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3A: Purposes of Government Teacher Name: _____ Grade Level: 5	Curricular Area: Social Studies/Unit 3-Civic Perspective 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 governments 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. (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"> • Explore the reasons for constitutions. Have individuals, pairs, or small groups look at the history and purpose of the church’s operating documents and their importance for good practice and government within the congregation. • Investigate and provide evidence of the Christian faith professed by the signers of the Mayflower Compact. • Develop a compact that could be used as a classroom-management document. The Mayflower Compact is brief enough that students can understand and apply it to their own environment. A printed copy could be signed by the class and posted so that all the community can know the expectations for the classroom. • Suppose a group of people got together and created a bill of rights that they demanded of God – rights to live in heaven itself! Brainstorm how you would explain your “righteousness” to support this bill of rights. Investigate your rights according to the verses that follow. How would your demands change? Psalm 53:3, Isaiah 53:6, Isaiah 64:6, Romans 3:23 • Though people have a right only to God’s punishment, God provided them with rights



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		<p>based on the work of Jesus Christ. What rights has Jesus Christ earned for believers? Acts 3:19 (sins blotted out) and Psalm 32:5 (forgiveness)</p> <ul style="list-style-type: none"> • Discuss the relationship between living as one nation under God and establishing liberty and justice for all. Stress the power of the Gospel motivating us to love and serve others. • Read Mark’s account of Jesus’ trials before the Sanhedrin and before Pilate (Mark 14:43-65; 15:1-32). What rights was Jesus denied? • An attorney intercedes for his client in a court of law. Read about our trial before God in Romans 8:33-34. Who is the “attorney” who intercedes for us? The remaining verses (35-39) of this chapter tell us how powerful our “attorney” is. Read these verses and meditate on Christ’s all-powerful love for you. • Jesus told a parable about a widow who was pleading her case before an unjust judge (Luke 18:1-8). The judge didn’t fear God or care about people, but he finally ruled in her favor because he was tired of listening to her repeated attempts. What is the point of this parable?
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3B: Ideals of American Democracy Teacher Name: _____ Grade Level: 5	Curricular Area: Social Studies/Unit 3-Civic Perspective School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
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. (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"> • Stage a classroom courtroom to try an offense of some kind. Review with students Matthew’s account of the final judgment (Matthew 25:31-46). • Role-play a brief version of Luther at Worms, and then discuss the two sides in the trial to help students see the process and the ideas at stake.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3C: Democracy in Action Teacher Name: _____ Grade Level: 5	Curricular Area: Social Studies/Unit 3-Civic Perspective School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
SS3C1: Describe what state and federal courts are expected to do.					
SS3C2: Describe issues that arise over constitutional rights.					



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Outcome: SS3D: 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. (American Government and Politics)

Grade Level Content Expectations (GLCEs)	Michigan Benchmark	Integrating the Faith Activities (I.F.)
	<p>SS3D1. Distinguish among making, enforcing, and interpreting laws.</p> <p>SS3D2. Explain how law is used to manage conflict in American society.</p> <p>SS3D3. Explain the basics organization of the local, state, and federal governments.</p> <p>SS3D4. Describe how citizens participate in election campaigns.</p>	<ul style="list-style-type: none"> • Identify which of the Ten Commandments deal with loving God and which commandments show us how to love our neighbor? • Review Luke 18:18-30. Which commandment had the young ruler not kept? How is every sin really a sin against the First Commandment? • What is the penalty for breaking God’s Law (Romans 5:12)? What was God’s solution to our hopeless situation? • Do those who trust in Jesus as their Savior live under the Law or under the Gospel? (See 1 John 4:9, 11.) • Compile a list of your federal and state representatives, their addresses, and their phone numbers. Post the list where it will be available to members of your congregation. • The faithful witness of believers can change the policy of even the most hostile government through the power of God. Read the account of the three men in the fiery furnace in Daniel 3. What effect did the men’s witness have on Babylonian government policy? • Find out the requirements to be a voting member of your congregation. • Ask your pastor if you and your classmates could be allowed to attend a meeting of your



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		<p>congregation's voters' assembly. What kinds of issues are discussed and voted upon?</p> <ul style="list-style-type: none"> • What are the requirements to be an officer or board member? Interview an officer or board member of your congregation to learn about his/her duties. • Make a chart showing the officers and boards of your congregation. • How are delegates to the conventions of our national church body chosen? What are the requirements to be a delegate? Invite someone who has been a convention delegate to visit your class and tell you about the business and events of a national convention.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3D: American Government and Politics Teacher Name: _____ Grade Level: 5	Curricular Area: Social Studies/Unit 3-Civic Perspective 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.					
SS3D3: Explain the basic organization of the local, state, and federal governments.					
SS3D4: Describe how citizens participate in election campaigns.					



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Outcome: SS3E: 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. (American Government and World Affairs)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS3E1. Explain various ways that nations of the world interact with each other.</p> <p>SS3E2. Describe events in other countries that have affected Americans and, conversely, events within the United States that have affected other countries.</p>	<ul style="list-style-type: none"> • Review 1 Kings 5. Summarize the agreement between Solomon and Hiram, King of Tyre. How did God’s people benefit? What benefit did God’s people provide the people of Tyre? Draw a map; show the exchange that took place between these two nations. • Study Judges 2:10-18. Describe how God used the struggle between nations to call His people to repent of their sins and turn back to Him. How might God be acting similarly in the world today? • Chart or map the nations with the largest numbers of Christians and those with the smallest number. Pray as a class that God’s Spirit will move mightily among those nations that do not yet know and believe in Jesus as their Savior. • List blessings God provides His people when nations work together to support and promote their mutual welfare. • Review the hymn “Blest Be the Tie That Binds.” Explore how the love of Christ and the unity His followers have in His transcends political and geographic boundaries. Illustrate this concept with a poster, song, or poem. • Read Galatians 3:26-29. How can people of any nation become children of Abraham?



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		<ul style="list-style-type: none">• Write a treaty (covenant) between God and people that explains what God gives and people receive in the new covenant of Christ's blood received in the Lord's Supper. See Mark 14:24; Luke 22:20; and 1 Corinthians 11:25.• Use a T-chart to compare the covenant God established on Mount Sinai with the covenant established on Mount Calvary. See also question 85 in <i>Luther's Small Catechism with Explanation</i>.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3E: American Government and World Affairs Teacher Name: _____ Grade Level: 5	Curricular Area: Social Studies/Unit 3-Civic Perspective School Year:				
Michigan Standards, <i>Benchmark</i> or GLCE (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
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 5 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. (Individual and Household Choices)

Grade Level Content Expectations (GLCEs)	Michigan Benchmark	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"> • Create comic-strip frames to tell the story of the rich fool (Luke 12:16-21). • Contrast the priorities of the rich fool (Luke 12:16-21) with those of the widow (Luke 21:1-4). • Relate 1 Timothy 6:6-10 to the Ninth and Tenth Commandments. • List ways in which people your age might use their financial resources to the glory and in the service of God. • Discuss how the value of automobiles would change if gasoline were either very expensive or simply not available. • Describe our relationship with God through faith in Christ Jesus. Use economic terms such as production, consumption, supply, demand, and price. • Review the Second Article of the Apostles' Creed and its explanation. Reflect on the great price Jesus paid to earn our forgiveness of sins, new life, and eternal salvation.



		<ul style="list-style-type: none"> • Find hymns that talk about the price Jesus paid to save us. Compile and display this collection of hymns on a bulletin board. • Show how God used scarcity to preserve His promise of a Savior. Read the story of Elijah and the widow of Zarephath in 1 Kings 17:7-24. Remember that Elijah, as a prophet, spoke the words of the Lord. What was Elijah asking of the widow? Which commandment tells us to keep God first in our lives? • In the face of scarcity, how did Jesus act like a shepherd to the five thousand people in Mark 6? Compare this text with Psalm 23. • What is the price of following Jesus? Read Jesus' words in Matthew 16:24-28. • Write a prayer thanking God for the unlimited supply of forgiveness, grace, and blessing He provides to meet human needs. • Keep track of your spending habits for one week. Make a pie graph to illustrate your spending, saving, and tithing for one week. Then analyze the graph. Comment on how you can honor and serve God with your spending, even when you are not placing money into the offering. • Review 1 Timothy 6:17-19. Write a theme on the topic of "Being rich toward God." • Review Ephesians 1:3-8. What choice did God make regarding us? What did that choice cost Him?
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		<ul style="list-style-type: none">• Explain how 2 Corinthians 5:17 can guide you as you make choices and decisions. Write this verse on a small section of cardstock to carry in your pocket or billfold as a reminder.• Have students brainstorm and then list considerations helpful to us as the people of God as we make decisions regarding allocation of our material blessings.• Review 2 Corinthians 9:6-15. Outline the principles of sowing and reaping that God provides.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4A: Individual and Household Choices Teacher Name: _____ Grade Level: 5	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. (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 United States.</p>	<ul style="list-style-type: none"> • Review Acts 19:23-41. Discuss situations today in which Christians may face a similar conflict. • Read Jesus’ answer in Matthew 20:20-28. Then write and perform a short skit about this episode. • Paul and his companions experienced conflict between their missions as Christians and the profit motivation of the guild of Ephesian silversmiths. Read the account of the resulting riot in Acts 19:23-41. • Draw a picture of a scale, and use either Proverbs 11:1; 16:11; or 20:10 to caption the drawing. • Have students dramatize and then discuss Christ’s cleansing of the temple (Matthew 21:12-13; Mark 11:15-17; Luke 19:45-46). • Read about Paul’s business activities in Acts 18:1-4. What was Paul’s trade? With whom did he work? Where did he practice his trade? What advantages did Paul’s trade provide for him? • Visit the Web site of Concordia Publishing House at www.cph.org to learn more about the role of publishing in the ministry of the Church.



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		<ul style="list-style-type: none"> • Review Ephesians 5:1-7. Against what kind of partnerships does God’s Word warn? • Read Philippians 1:3-6. For what kind of partnership does Paul give thanks? In what ways do God’s people partner with others in the Gospel? Who began a good work in us? When was this good work begun? • Draw a diagram to illustrate how the Christian life is like a factory with raw materials and a finished product. With what “means” is the final product generated? • Using Leviticus 25:23; Psalm 50:10; and Haggai 2:8 as a guide, write the state environmental agency a letter stating what you believe to be a good way to manage natural resources. • Invite a congregational member who is active in a local business to visit your class. Learn about his/her business and the role it plays in your community. Ask this businessperson to identify the natural and human resources used in his or her business. Ask how his/her Christian faith influences his/her business activities. • Jesus mentioned capital investments in the Sermon on the Mount (Matthew 6:19-21). Is He really telling His listeners not to save money for the future? What kind of treasures does He mean? What does the First Commandment say about the priorities in our lives?
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4B: Business Choices Teacher Name: _____ Grade Level: 5	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 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 receives the benefits of production. (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"> • Make a comic Book to tell the story of Joseph in Egypt. Share your comic book with students in another class. • Develop a chart with a column showing the purposes or goals of various government agencies and an adjacent column in which students could place unintended results. For example, when a church applies for a building permit, a city zoning committee, in seeking to preserve existing land use, may place requirements or restrictions on parking spaces, resulting in a church being unable to move forward on the building project. Stress with students that good government is one of God’s blessings to us. Comment that we pray for good government when we pray the Fourth Petition of the Lord’s Prayer. See the Fourth Petition and explanation. • Chart the goals of rules and authority adopted within the congregation and the intended and unintended results. • Comment on how structure aids the mission of the Church. • Create poems, posters, or other works of art to illustrate the three solas. • Discuss: How do churches influence and shape economic policies? How does Law and Gospel shape (influence) what we do economically?



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		<ul style="list-style-type: none">• Ask students what they think the greatest public good is. John 3:16-18 has the answer!• Discuss ways in which the fifth grade can provide a public good, and plan to implement an idea.• Read Matthew 25:31-46. Why do God's people seem surprised that they "did things" for Jesus?• Read about the poor widow who put two small copper coins in the temple offering (Luke 21:1-4). According to Jesus, what percentage of her income did this represent? What might it have represented to the rich people Jesus observed? Why would a rich person be able to give a larger percentage?• Read about the tithe in Leviticus 27:30-33 and Deuteronomy 14:22-29. What percentage did God require?• Write a theme explaining and applying Jesus' teaching about giving tribute to Caesar (Matthew 22:15-22; Mark 12:13-17; Luke 20:20-26).
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4C: Role of Government Teacher Name: _____ Grade Level: 5	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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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. (Economic Systems)

Grade Level Content Expectations (GLCEs)	Michigan Benchmark	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> <p>SS4D3. Analyze how the American colonies' location impacted its economic development.</p>	<ul style="list-style-type: none"> • Read the story of the first Thanksgiving celebrated at Plymouth colony. Compare their celebration to today's Thanksgiving celebrations in your church and home. Write a prayer of thanksgiving for your family to use at this year's celebration. • Think about your church today. What services do individual Christians provide in the local community? What do Christians do as local congregations? Which services do congregations perform together as district or national organizations? • The Christian Church was "founded" by the Holy Spirit on the day of Pentecost. What was the reason the Church was founded? Does that purpose still exist today? How are you and your congregation active in that purpose? • Read about the economic system of the Early Christian Church in Acts 2:42-47. What name do we give to this economic system today? How does this system differ from capitalism and free enterprise? • What evidence of free enterprise is found in the New Testament (see Acts 9:39,43; 16:14; 18:3)? How did free enterprise open avenues for the Gospel to be shared? • Find out about organizations that bring Bibles



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		<p>into countries where they are forbidden or restricted.</p> <ul style="list-style-type: none"> • What price did Jesus Pay for the forgiveness of our sin (Galatians 3:13; 1 Peter 1:18-19)? How did this price affect the availability of forgiveness? Review 1 Corinthians 6:19-20. List and discuss the ways in which we can honor God in the care and use of our body. • Read 1 Corinthians 7:21-24. Write a verse-by-verse commentary explaining what it means to you to be a “slave of Christ.” • Create a drawing to illustrate 2 Corinthians 8:9. • Explain how Christ’s followers are “located” to be cities on a hill (Matthew 5:14). • List the assets of your location and the community in which you live. How is your community strategically located to share the Gospel in your area? Thank God for the blessings of daily life He continues to provide. Review the Fourth Petition and its meaning from the catechism. • How are location, economic development, and the places where Paul worked related? Why do Christians locate churches and schools where they do?
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4D: Economic Systems Teacher Name: _____ Grade Level: 5	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):				
SS4D1: Explain how prices are determined in a market economy and how they serve as a means of allocating resources.					
SS4D2: Describe how they act as a producer and a consumer.					
SS4D3: Analyze how the American colonies' location impacted its economic development.					



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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. (Trade)

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 that brought them to the United States.</p> <p>SS4E2. Describe benefits of international trade to consumers and producers.</p> <p>SS4E3. Describe how businesses are involved in trade as producers, distributors, and importers, and exporters.</p>	<ul style="list-style-type: none"> • Have students develop diagrams to show the many factors affecting and relating to economics. For example, if trade had not introduced new ideas to many in Europe and enriched the cities involved in that trade, it is unlikely that the Reformation would have taken place when it did. Charts showing the relationship between all of these factors, including economic factors, will also be a good way to show the relationships between faith and life. • Develop two T-charts –one showing differences and the other showing similarities between agricultural and industrial economies. Focus on differences and similarities that are sociological and cultural as well as economic. Categories for comparison may include housing patterns, transportation needs, city services, and many more. Then discuss how these factors might impact the spiritual life of the people (e.g., the rural congregation was established within a community of people who knew each other; in suburban life, many people don't know their neighbors very well). What does this say about community and the need for congregations to sponsor activities that enable people to get to know each other? What do congregations need to do so that they can truly be communities of faith in the modern world?



		<ul style="list-style-type: none"> • Discuss: Is the information age merely an extension of the industrial age, or is there a whole new global technological reality that the Church must somehow address? • Identify the spiritual connection to the inability to trade that occurred in the parable of the ten virgins (Matthew 25:1-13). • Review the Seventh Commandment and its explanation. Chart the ways people break or endeavor to keep this commandment with regard to the conducting of business. • Discuss: What are the greatest blessings God gives through economic growth? Review 1 Corinthians 12:12-31. Think about the people in your congregation. What different spiritual gifts do you see in action? How do these gifts work together to glorify God? Thank God for the spiritual gifts He has given you and others. • At a secular concert, the musicians are the performers, the conductor leads the musicians, the people in the seats are the audience, and a coach or teacher often watches from backstage and helps the performers as needed. Compare such a concert to worship. Who is the performer? Who is the audience? What roles do the choir, organist, and pastor play?
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4E: Trade Teacher Name: _____ Grade Level: 5	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 that brought them to the United States.					
SS4E2: Describe benefits of international trade to consumers and producers.					
SS4E3: Describe how businesses are involved in trade as producers, distributors, and importers, and exporters.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Social studies Grade 5 Inquiry and Decision Making

Outcome: SS5A: 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. (Information Processing)

Grade Level Content Expectations (GLCEs)	Michigan Benchmark	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"> • Locate places on a map of the state or nation, showing, for example, the Concordia Universities, or use color-coding to identify the density of Lutheran churches around the United States. • Use <i>The Lutheran Annual</i> to make a list of Lutheran churches, schools, and early childhood centers in your city, state, or region. Choose a symbol to represent each type of facility, and place the symbols on a map to show where each is located. Talk about how God’s people work together to do the work God has given us to do. • Obtain a map of your community. Place symbols on the map showing your church and/or school and the homes of your classmates. How many students live within one mile of the church? Within two miles? Within three or more miles? • Create personal maps or work in groups to make large-scale maps for classroom display. Map your school or church grounds. I.F.IDS.05.05 Explain how the five functions of the Christian congregation (service, nurture, worship, outreach, and fellowship) are lived



		<p>out at the various levels.</p> <ul style="list-style-type: none">• Create a spiritual map of your town or neighborhood. Where are the churches, schools, and other religious institutions? What religions/denominations are represented within students' families? Individually or in groups, identify the sites, decide upon symbols, and create a large map on a bulletin board for the various types of faith-based locations.• Find out what your congregation does to help the poor in your community. Then construct a bulletin board highlighting these projects. Title the bulletin board "We Are the Hands of Jesus."
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5A: Information Processing Teacher Name: _____ Grade Level: 5	Curricular Area: Social Studies/Grade 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 hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS5B1. Pose a social science question about the United States.</p> <p>SS5B2. Gather and analyze information using appropriate information technologies to answer the 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"> • Organize an exchange with a Lutheran class in another area to compare the number of religious institutions and their role in the community. • Why does the true God send rain even when people do not worship Him? See Matthew 5:45. “For He makes His sun rise on the evil and on the good, and sends rain on the just and on the unjust.” All good things come from God. • Debate and vote on a classroom issue to reach a legislative decision regarding behaviors or rules. Relate the human understanding of justice and the fairness of the Law that God has written into each human heart (Romans 2:14-15).



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5B: Conducting Investigations Teacher Name: _____ Grade Level: 5	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 the United States.					
SS5B2: Gather and analyze information using appropriate information technologies to answer the question posed.					
SS5B3: Construct an answer to the question posed and support their answer with evidence.					
SS5B4: 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 perspectives people bring to the issue and evaluate possible ways to resolve the issue. (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. Evaluate possible resolutions of a public issue.</p>	<ul style="list-style-type: none"> • Brainstorm a list of problems that occur at school, such as bullying, cursing, prejudice, graffiti, and so on. Create a chart outlining helpful action that might be taken by the staff, the students, and the parents to address one or more of these problems. • Talk about how classmates can work together to address and resolve difficulties and solve problems.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5C: Identifying and Analyzing Issues Teacher Name: _____ Grade Level: 5	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: Evaluate possible resolutions of a public issue.					



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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. (Group Discussion)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS5D1. Engage each other in conversations, which attempt to clarify and resolve issues pertaining to local, state, and national policy.</p>	<ul style="list-style-type: none"> • Discuss how we as God’s people can work in society to “Speak up for those who cannot speak for themselves, for the rights of all who are destitute. (Proverbs 31:8 NIV). • Hold a mock debate in your classroom. Choose candidates to take opposite sides of a current issue. Make up a list of questions for the candidates that will help you learn about their views on the issue. After the debate, discuss how the views expressed by the candidates agree or disagree with your views as a Christian. • The faithful witness of believers can change the policy of even the most hostile government through the power of God. Read the account of the three men in the fiery furnace in Daniel 3. What effect did the men’s witness have on Babylonian government policy? • Make a scrapbook of newspaper or newsmagazine articles about an upcoming election. Highlight issues that you feel are important to you as a Christian. Explain to your class why you feel these issues are important.



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5D: Group Discussion Teacher Name: _____ Grade Level: 5	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. (Persuasive Writing)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS5E1. Compose a short essay expressing a decision on a local, state, or national policy issue.</p>	<ul style="list-style-type: none"> • Write a paper on a current issue. Be sure to support your position with the principles and teachings of God’s Word. • Choose an issue that is important to you (e.g., abortion, gambling, or state support for parochial schools). Write to two or more candidates for public office or elected public officials. Ask their opinion and voting record on the issue you have chosen. • Write prayers asking for God’s blessing upon local, state, and national leaders, mentioning them by name. Use the prayers as part of the students’ daily classroom devotions. • Write an essay explaining how God’s people can be the light of the world while still avoiding the detestable ways of the nations that do not know of or believe in the true God.



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Outcome: SS5F: 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. (Responsible Personal Conduct)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
	<p>SS5F1. Report how their behavior has been guided by concern for the law.</p> <p>SS5F2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.</p>	<ul style="list-style-type: none"> • Brainstorm strategies for handling disagreements when they emerge among the people of God. Outline the direction provided in Matthew 18:15-20. • Consider Proverbs 22:6: “Train up a child in the way he should go; even when he is old he will not depart from it.” Students will give examples from their own experiences about how their family, church, and school worked together to help meet their spiritual needs. • Offer suggestions for how you can help meet the spiritual needs of others, such as other family members, neighbors, or classmates. • Review things you would need to know about a different culture to be better equipped to share the Gospel in various situations (e.g., dietary rules, cultural taboos, or local practices). The concern is how to share the Word with love and efficacy in new situations. • Explore ways to address the problem of underage smoking or drinking. Divide students into groups to create skits depicting different people addressing the situation of a minor caught drinking. In the first scenario, the minor’s friends talk to the individual. In the second, the individual’s parents address the problem. In the third, people from the school (teacher, counselor, principal, pastor) try to



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		<p>help the individual. In the fourth scenario, law enforcement personnel address the situation.</p> <ul style="list-style-type: none">• Discuss the balance between Law and Gospel that is needed when approaching a problem such as underage drinking and smoking.• Discuss: How do Christian values such as respect, patience, and self-control come into play when solving problems?
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5F: Responsible Personal Conduct Teacher Name: _____ Grade Level: 5	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):				
SS5F1: Report how their behavior has been guided by concern for the law.					
SS5F2: Engage in activities intended to contribute to solving a local, state or national problem they have studied.					



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