

Core Democratic Values in Social Studies GLCE Kindergarten to Grade 8

Kindergarten

- K – C2.0.2 Explain why *people do not have the right to do whatever they want* (e.g., *to promote fairness, ensure the common good, maintain safety*).
- K – C2.0.3 Describe *fair ways* for groups to make decisions.
- K – C5.0.1 Describe situations in which they have demonstrated *self-discipline and individual responsibility* (*following school rules, taking turns*).
- K – P4.2.2 Participate in projects to help or inform others.

Grade One

- 1 – C1.0.1 Identify some *reasons for rules* in school.
- 1 – C1.0.2 Give examples of the *use of power with authority* in school.
- 1 – C1.0.3 Give examples of the *use of power without authority* in school.
- 1 – C2.0.1 Explain how decisions can be made or how conflicts might be resolved in *fair and just ways* (e.g., *majority rules*).
- 1 – C5.0.1 Describe some *responsibilities* people have at home and at school (e.g., *taking care of oneself, respect for the rights of others, following rules, getting along with others*).
- 1 – C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., *thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty*).
- 1 – P4.2.2 Participate in projects to help or inform others.

Grade Two

- 2 - C2.0.1 Explain how local governments *balance individual rights with the common good* to solve local community problems.
- 2 – C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of *patriotism*.
- 2 – C5.0.3 Design and participate in community improvement projects that help or inform others.
- 2 – P3.1.3 Give examples of how conflicts over *core democratic values* lead people to differ on resolutions to a public policy issue in the local community.
- 2 – P4.2.2 Participate in projects to help or inform others.

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Grade Three

- 3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., *protecting individual rights, promoting the common good, ensuring equal treatment under the law*).
- 3 – C5.0.1 Identify *rights* (e.g., *freedom of speech, freedom of religion, right to own property*) and *responsibilities* of citizenship (e.g., *respecting the rights of others, voting, obeying laws*).
- 3 – P3.1.3 Give examples of how conflicts over *core democratic values* lead people to differ on resolutions to a public policy issue in Michigan.
- 3 – P4.2.2 Participate in projects to help or inform others.

Grade Four

- 4 – C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.
- 4 – C2.0.1 Explain how the *principles* of *popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights* (e.g., *freedom of religion, freedom of expression, freedom of press*) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
- 4 – C2.0.2 Identify situations in which *specific rights* guaranteed by the Constitution and Bill of Rights are involved (e.g., *freedom of religion, freedom of expression, freedom of press*).
- 4 – C5.0.2 Describe the relationship between *rights and responsibilities* of citizenship.
- 4 – C5.0.3 Explain why *rights have limits*.
- 4 – C5.0.4 Describe ways citizens can work together to promote the *values and principles of American democracy*.
- 4 – P3.1.3 Give examples of how conflicts over *core democratic values* lead people to differ on resolutions to a public policy issue in the United States.
- 4 – P4.2.2 Participate in projects to help or inform others.

Grade Five

- 5 – U3.3.7 Describe the concern that some people had about *individual rights* and why the inclusion of a Bill of Rights was needed for ratification. (C)
- 5 – U3.3.8 Describe the *rights* found in the First, Second, Third, and Fourth Amendments to the United States Constitution.
- 5 – P4.2.2 Participate in projects to help or inform others.

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Grade Six

- 6 – C1.1.1 Analyze competing ideas about the *purposes government* should serve in a democracy and in a dictatorship (e.g., *protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion*).
- 6 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

Grade Seven

- 7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
- 7 – W3.2.1 Identify and describe the beliefs of the five major world religions.
- 7 – C1.1.1 Explain how the *purposes served by governments* affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
- 7 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

Grade Eight

- 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (*National Geography Standard 6, p. 154*)
- 8 – U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)
- 8 – U4.3.4 Analyze the *goals and effects* of the antebellum temperance movement. (C2)
- 8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (*National Geog. Std. 12, p. 167*)
- 8 – U5.1.4 Describe how the following increased sectional tensions
- the Missouri Compromise (1820)
 - the Wilmot Proviso (1846)
 - the Compromise of 1850 including the Fugitive Slave Act
 - the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
 - the Dred Scott v. Sandford decision (1857)
 - changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (*National Geog. Std. 13, p. 169*)
- 8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)
- 8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, *rights of individuals (liberty and property)*, rights of states, election of the executive, and slavery help explain the Civil War. (C2) (*National Geography Standard 13, p. 169*)

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- 8 – U6.1.1 America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in
- territory, including the size of the United States and land use
(*National Geography Standards 1 and 16, pp. 144 and 196*)
 - population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2)
(*National Geography Standards 9 and 12, pp. 160 and 167*)
 - systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2)
(*National Geography Standard 11, p. 164*)
 - governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) (*Nat. Geog. Std. 16, p. 176*)
 - economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2)
(*National Geography Standard 11, p. 164*)
 - the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy v. Ferguson*, and the response of African Americans
 - the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians (*National Geography Std. 13, p. 169*)
- 8 – P3.1.1 • Identify and apply core democratic values or constitutional principles.
- 8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).