

PATRIOT'S WEEK SCHEDULE - KINDERGARTEN

9/11 - Revolution

- K-P4.2.2 Participate in projects to help or inform others.

9/12 - Rule of Law

- K-P4.2.2 Participate in projects to help or inform others.
- 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).

9/13 - Social Compact

- K-P4.2.2 Participate in projects to help or inform others.
- K-C2.0.1 Identify our country's flag as an important symbol of the United States.

9/14 - Equality (Gender)

- K-P4.2.2 Participate in projects to help or inform others.

9/15 - Equality (Race)

- K-P4.2.2 Participate in projects to help or inform others.

9/16 - Unalienable Rights

- K-P4.2.2 Participate in projects to help or inform others.

9/17 - Limited Government

- K-P4.2.2 Participate in projects to help or inform others.

PATRIOT'S WEEK SCHEDULE - 1st GRADE

9/11 - Revolution

- H2.0.7 Identify the events or people celebrated during the United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day, Presidents' Day).
- C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).
- P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- P4.2.2 Participate in projects to help or inform others.

9/12 - Rule of Law

- H2.0.7 Identify the events or people celebrated during the United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day, Presidents' Day).
- C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).
- C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).
- 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).
- P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- P4.2.2 Participate in projects to help or inform others.

9/13 - Social Compact

- H2.0.7 Identify the events or people celebrated during the United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day, Presidents' Day).
- C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).
- C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).
- C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).

- P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- P4.2.2 Participate in projects to help or inform others.

9/14 - Equality (Gender)

- H2.0.7 Identify the events or people celebrated during the United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day, Presidents' Day).
- C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).
- P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- P4.2.2 Participate in projects to help or inform others.

9/15 - Equality (Race)

- H2.0.7 Identify the events or people celebrated during the United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day, Presidents' Day).
- C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).
- P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- P4.2.2 Participate in projects to help or inform others.

9/16 - Unalienable Rights

- H2.0.7 Identify the events or people celebrated during the United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day, Presidents' Day).
- C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).
- P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- P4.2.2 Participate in projects to help or inform others.

9/17 - Limited Government

- H2.0.7 Identify the events or people celebrated during the United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day, Presidents' Day).

- C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).
- P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- P4.2.2 Participate in projects to help or inform others.

PATRIOT'S WEEK SCHEDULE - 2nd GRADE

9/11 - Revolution

- 2 - C1.0.1 Explain why people form governments.
- 2 - C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.
- 2 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 2 - P4.2.2 Participate in projects to help or inform others.

9/12 - Rule of Law

- 2 - C1.0.1 Explain why people form governments.
- 2 - C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.
- 2 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 2 - P4.2.2 Participate in projects to help or inform others.

9/13 - Social Compact

- 2 - C1.0.1 Explain why people form governments.
- 2 - C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.
- 2 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 2 - P4.2.2 Participate in projects to help or inform others.

9/14 - Equality (Gender)

- 2 - C1.0.1 Explain why people form governments.
- 2 - C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.
- 2 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 2 - P4.2.2 Participate in projects to help or inform others.

9/15 - Equality (Race)

- 2 - C1.0.1 Explain why people form governments.

- 2 - C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.
- 2 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 2 - P4.2.2 Participate in projects to help or inform others.

9/16 - Unalienable Rights

- 2 - C1.0.1 Explain why people form governments.
- 2 - C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.
- 2 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 2 - P4.2.2 Participate in projects to help or inform others.

9/17 - Limited Government

- 2 - C1.0.1 Explain why people form governments.
- 2 - C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.
- 2 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 2 - P4.2.2 Participate in projects to help or inform others.

PATRIOT'S WEEK SCHEDULE - 3rd GRADE

9/11 - Revolution

- 3 - C3.0.5 Describe the purpose of the Michigan Constitution.
- 3 - P4.2.2 Participate in projects to help or inform others.

9/12 - Rule of Law

- 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 - C3.0.4 Explain how state courts function to resolve conflict.
- 3 - C3.0.5 Describe the purpose of the Michigan Constitution.
- 3 - P4.2.2 Participate in projects to help or inform others.

9/13 - Social Compact

- 3 - C2.0.1 Describe how Michigan state government reflects the principle of representative government.
- 3 - C3.0.5 Describe the purpose of the Michigan Constitution.
- 3 - P4.2.2 Participate in projects to help or inform others.

9/14 - Equality (Gender)

- 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 - C3.0.5 Describe the purpose of the Michigan Constitution.
- 3 - P4.2.2 Participate in projects to help or inform others.

9/15 - Equality (Race)

- 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 - C3.0.5 Describe the purpose of the Michigan Constitution.
- 3 - P4.2.2 Participate in projects to help or inform others.

9/16 - Unalienable Rights

- 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 - C3.0.5 Describe the purpose of the Michigan Constitution.
- 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 - P4.2.2 Participate in projects to help or inform others.

9/17 - Limited Government

- 3 - C3.0.1 Distinguish between the roles of state and local government.
- 3 - C3.0.2 Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).
- 3 - C3.0.3 Identify the three branches of state government in Michigan and the powers of each.
- 3 - C3.0.5 Describe the purpose of the Michigan Constitution.
- 3 - P4.2.2 Participate in projects to help or inform others.

PATRIOT'S WEEK SCHEDULE - 4th GRADE

9/11 - Revolution

- 4 - C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).
- 4 - C1.0.2 Explain probable consequences of an absence of government and of rules and laws.
- 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 - P4.2.2 Participate in projects to help or inform others.

9/12 - Rule of Law

- 4 - C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).
- 4 - C1.0.2 Explain probable consequences of an absence of government and of rules and laws.
- 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 - C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).
- 4 - C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and

attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).

4 - C5.0.3 Explain why rights have limits.

4 - P4.2.2 Participate in projects to help or inform others.

9/13 - Social Compact

4 - C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).

4 - C1.0.2 Explain probable consequences of an absence of government and of rules and laws.

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 - C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.

4 - C5.0.2 Describe the relationship between rights and responsibilities of citizenship.

4 - P4.2.2 Participate in projects to help or inform others.

9/14 - Equality (Gender)

4 - C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).

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4 - P4.2.2 Participate in projects to help or inform others.

9/15 - Equality (Race)

4 - C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).

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4 - P4.2.2 Participate in projects to help or inform others.

9/16 - Unalienable Rights

4 - C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).

4 - C1.0.2 Explain probable consequences of an absence of government and of rules and laws.

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 - P4.2.2 Participate in projects to help or inform others.

9/17 - Limited Government

- 4 - C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).
- 4 - C1.0.2 Explain probable consequences of an absence of government and of rules and laws.
- 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 - C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).
- 4 - C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).
- 4 - C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).
- 4 - C3.0.4 Describe how the powers of the federal government are separated among the branches.
- 4 - C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).
- 4 - C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).
- 4 - P4.2.2 Participate in projects to help or inform others.

PATRIOT'S WEEK SCHEDULE - 5th GRADE

9/11 - Revolution

- 5 - U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (*National Geography Standard 13 p. 169 C, E*)
- 5 - U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.
- 5 - U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).
- 5 - U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)
- 5 - U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)
- 5 - U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
- 5 - U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (*National Geography Standard 9, p. 160, C*)
- 5 - U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
- 5 - P4.2.2 Participate in projects to help or inform others.

9/12 - Rule of Law

- 5 - U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
- 5 - U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (*National Geography Standard 9, p. 160, C*)

- 5 - U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
- 5 - P4.2.2 Participate in projects to help or inform others.

9/13 - Social Compact

- 5 - U2.1.1 Describe significant developments in the Southern colonies, including:
- development of colonial representative assemblies (House of Burgesses) (*National Geography Standard 5, p. 152*)
- 5 - U2.1.2 Describe significant developments in the New England colonies, including:
- the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (*National Geography Standard 13, p. 169*)
- 5 - U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
- 5 - U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)
- 5 - U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
- 5 - U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (*National Geography Standard 9, p. 160, C*)
- 5 - U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
- 5 - P4.2.2 Participate in projects to help or inform others.

9/14 - Equality (Gender)

- 5 - U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. (*National Geography Standard 5, p. 152*)
- 5 - U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)

- 5 - U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (*National Geography Standard 9, p. 160, C*)
- 5 - U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
- 5 - P4.2.2 Participate in projects to help or inform others.

9/15 - Equality (Race)

- 5 - U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. (*National Geography Standard 5, p. 152*)
- 5 - U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
- 5 - U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (*National Geography Standard 9, p. 160, C*)
- 5 - U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
- 5 - P4.2.2 Participate in projects to help or inform others.

9/16 - Unalienable Rights

- 5 - U2.1.2 Describe significant developments in the New England colonies, including:
 - religious tensions in Massachusetts that led to the establishment of other colonies in New England (*National Geography Standard 13, p. 169 C, E*)
- 5 - U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)
- 5 - U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
- 5 - U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (*National Geography Standard 9, p. 160, C*)

- 5 - U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
- 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.

9/17 - Limited Government

- 5 - U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)
- 5 - U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
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- 5 - U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
- 5 - U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)
- 5 - P4.2.2 Participate in projects to help or inform others.