

Kindergarten

- K – H2.0.1** Distinguish among yesterday, today, tomorrow.
- K – H2.0.2** Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
- K – H2.0.3** Identify the beginning, middle, and end of historical narratives or stories.
- K – H2.0.4** Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).
- K – G2.0.1** Identify and describe places in the immediate environment (e.g., classroom, home, playground).
- K – G5.0.1** Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).
- K – C2.0.1** Identify our country's flag as an important symbol of the United States.
- K – C5.0.1** Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).
- K – E1.0.3** Recognize situations in which people trade.
- K – P3.1.1** Identify classroom issues.

First Grade

- 1 – H2.0.1** Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
- 1 – H2.0.2** Use a calendar to distinguish among days, weeks, and months.
- 1 – H2.0.3** Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
- 1 – H2.0.4** Retell in sequence important ideas and details from stories about families or schools.
- 1 – H2.0.5** Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
- 1 – H2.0.6** Compare life today with life in the past using the criteria of family, school, jobs, or communication.
- 1 – G1.0.3** Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.
- 1 – G2.0.1** Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
- 1 – G2.0.2** Describe the unifying characteristics and/or boundaries of different school regions (e.g. playground, reading corner, library, restroom).
- 1 – C1.0.1** Identify some reasons for rules in school (e.g., provide order, predictability, and safety).
- 1 – C1.0.2** Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).
- 1 – C1.0.3** Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).
- 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 – P3.1.1** Identify public issues in the school community.

Second Grade

- 2 – H2.0.1** Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2 – H2.0.2** Explain why descriptions of the same event in the local community can be different.
- 2 – H2.0.3** Use an example to describe the role of the individual in creating history.
- 2 – H2.0.4** Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- 2 – H2.0.5** Identify a problem in a community's past and describe how it was resolved.
- 2 – H2.0.6** Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).
- 2 – G4.0.1** Describe land use in the community (e.g., where people live, where services are provided, where products are made).

Third Grade

- 3 – H3.0.1** Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
- 3 – H3.0.2** Explain how historians use primary and secondary sources to answer questions about the past.
- 3 – H3.0.8** Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.