

Standards and Benchmarks Addressed VOL I

Third Grade

H3 History of Michigan (Through Statehood)

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 – H3.0.3 Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).

3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.

G4 Human Systems

Understanding how human activities help shape the Earth's surface.

3 – G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)

3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.

English Language

W.6.1.e Write a short narrative story that includes elements of setting and character

W.6.4.b Write stories or other compositions such as personal narrative, stories, and poetry, that employ a logical sequence of events, provide insight into why the incident is notable, and include details to develop the plot in English

W.6.2.e Write across the curriculum with teacher assistance stories and other compositions such as personal narratives, journal entries, friendly poems in English

Art

Content Standard 3: All students will analyze, describe and evaluate works of art.

ART.III.VA.EL.2: Identify various purposes for creating works for visual art.

ART.III.VA.EL.3: Understand there are different responses to specific artworks.

ART.IV.VA.EL.3 Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

ART.V.VA.EL.4 Identify connections between the visual arts and other curriculum

Fourth Grade

H3 History of Michigan (Beyond Statehood)

4–H3.0.1 Using historical questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present (C,E)

4–H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continues to affect the growth of Michigan. (G)

4–H3.05 Use visual data and informational text or

primary accounts to compare a major Michigan economic activity today with the same related activity in the past.

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W.6.2.e Write across the curriculum with teacher assistance stories and other compositions such as personal narratives, journal entries, friendly poems in English

W.6.3.e Write a brief expository composition that includes a thesis and some points of support; provide information from primary sources; organize and record information on charts and graphs

Fifth Grade

Social Studies

U1.2 European Exploration Identify the cause and consequences of European exploration and colonization.

5–U1.2.1 Explain the technological (i.e. invention of the astrolabe and improved maps), and political developments (i.e., rise of nation - states), that made sea exploration and colonization possible, (National Geographic Standard 1, p. 144,C)

5–U1.2.2 Use case studies of individual explores and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (i.e. economic, political, cultural, and religious). (National Geographic Standard 10, p.162)

U1.4 Three World Interactions. Describe the environmental, political, and cultural consequences of the interactions among European, African and American Indian peoples in the late 15th through 17th century.

5–U1.4.2 Use primary and secondary sources (e.g. letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to government, structures, and views on property ownership and land use. (National Geographic Standard 12, p.167, C, E)

Science

E.ST.05.23 Explain the apparent motion of the stars across the sky (constellations) and the sun across the sky

English Language

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Eighth Grade

U5.2 Civil War

8–U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (National Geographic Standard 14, p.171)

W.6.1.e Write a short narrative story that includes elements of setting and character

W.6.4.b Write stories or other compositions such as personal narrative, stories, and poetry, that employ a logical sequence of events, provide insight into why the incident is notable, and include details to develop the plot in English

W.6.2.e Write across the curriculum with teacher assistance stories and other compositions such as personal narratives, journal entries, friendly poems in English

W.6.3.e Write a brief expository composition that includes a thesis and some points of support; provide information from primary sources; organize and record information on charts and graphs

Art

ART.II.VA.M.4 Use subjects, themes, and symbols that communicate intended meaning in art works.

High School

History and Geography

7.2.3 Impact of WWII on American Life– Analyze the

changes in American life brought about by U.S. participation in World War II including:
mobilization of economic, military and social resources
role of women and minorities in the war effort
role of the home front in supporting the war effort (e.g. rationing, work hours, taxes)

8.3.4 Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. (National Geography Standard 10, p. 203)

English Language

W.6.4.c Write expository compositions and reports that convey information from primary and secondary sources and use some technical terms

W.6.4.d Write persuasive and expository compositions that include a clear thesis, describe or organized points of support, and address a counter argument

CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books

Art

Content Standard 1: All students will apply skills and knowledge to perform in the arts.

ART.I.VA.HS.2 Intentionally use art material and tools effectively to communicate ideas.

Content Standard 3: All students will analyze, describe and evaluate works of art.

ART.III.VA.HS.1 Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices.

ART.III.VA.HS.2 Identify intentions of artists, explore the implications of various purposes, and justify analyses of purposes in particular works.

ART.III.VA.HS.3 Describe how expressive features and organizational principles cause responses.

ART.III.VA.HS.5 Reflect and analyze the personal experiences that influence the development of personal artwork.

Special Education

Michigan Curriculum Model: AUEN Supported Independence

Performance Expectation 5: Participate effectively in group situations

- A8 Takes on role as member of a team
- D17 willingness to follow directions

Language Arts: Attends to speaker without interrupting; demonstrates turn-taking behaviors;

asks relevant questions

Visual Discrimination: Describes and compares objects by one or two attributes

Writing: Writes a sentence to complete ideas