



Henry Ford Museum* ■ Greenfield Village* ■ IMAX® Theatre ■ Ford Rouge Factory Tour ■ Benson Ford Research Center*

Family and Community Life Curriculum Connections

The following Michigan Grade Level and High School Content Expectations and national standards are met by The Henry Ford's resources on the topic Family and Community Life.

Michigan Social Studies Grade Level & High School Content Expectations

Kindergarten

- H.2.0.4** Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).
- G.1.0.1** Recognize that maps and globes represent places.
- G2.0.1** Identify and describe places in the immediate environment (e.g., classroom, home, playground).
- G5.0.1** Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).
- C2.0.3** Describe fair ways for groups to make decisions.
- 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).
- E1.0.2** Distinguish between goods and services.
- E1.0.3** Recognize situations in which people trade.

Grade 1

- H2.0.1** Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
- H2.0.4** Retell in sequence important ideas and details from stories about families or schools
- 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.
- H2.0.6** Compare life today with life in the past using the criteria of family, school, jobs, or communication.
- G2.0.1** Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
- G4.0.1** Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.
- G5.0.1** Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).
- C2.0.1** Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).
- 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).
- 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).

- E1.0.1** Distinguish between producers and consumers of goods and services.
- E1.0.2** Describe ways in which families consume goods and services.
- E1.0.4** Describe reasons why people voluntarily trade.
- E1.0.5** Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- E1.0.6** Describe how money simplifies trade.

Grade 2

- H2.0.3** Use an example to describe the role of the individual in creating history.
- H2.0.4** Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- H2.0.5** Identify a problem in a community's past and describe how it was resolved.
- 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).
- G1.0.2** Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
- G2.0.1** Compare the physical and human characteristics of the local community with those of another community.
- G2.0.2** Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).
- G4.0.3** Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.
- G5.0.2** Describe positive and negative consequences of changing the physical environment of the local community.
- C2.0.1** Explain how local governments balance individual rights with the common good to solve local community problems.
- C3.0.2** Use examples to describe how local government affects the lives of its citizens.
- C3.0.3** Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).
- C5.0.2** Distinguish between personal and civic responsibilities and explain why they are important in community life.
- E1.0.2** Identify businesses in the local community.
- E1.0.3** Describe how businesses in the local community meet economic wants of consumers.
- E1.0.4** Describe the natural, human, and capital resources needed for production of a good or service in a community.
- E1.0.5** Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.

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?)
- H3.0.2** Explain how historians use primary and secondary sources to answer questions about the past.
- H3.0.7** Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

- H3.0.8** Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- G1.0.2** Use thematic maps to identify and describe the physical and human characteristics of Michigan.
- G2.0.1** Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
- G2.0.2** Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).
- G4.0.1** Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, and dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.
- G4.0.2** Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).
- G4.0.3** Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.
- G5.0.1** Locate natural resources in Michigan and explain the consequences of their use.
- G5.0.2** Describe how people adapt to, use, and modify the natural resources of Michigan.
- E1.0.3** Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).
- E1.0.4** Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
- E1.0.5** Explain the role of business development in Michigan's economic future.

Grade 4

- H3.0.1** Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present.
- What happened?
 - When did it happen?
 - Who was involved?
 - How and why did it happen?
 - How does it relate to other events or issues in the past, in the present, or in the future?
 - What is its significance?
- H3.0.2** Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.
- H3.0.3** Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities.
- H3.0.4** Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000).

- H3.0.5** Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.
- G1.0.1** Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).
- G1.0.2** Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
- G1.0.3** Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).
- G1.0.4** Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
- G2.0.1** Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).
- G2.0.2** Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.
- G4.0.1** Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.
- G4.0.2** Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).
- E1.0.5** Explain how specialization and division of labor increase productivity (e.g., assembly line).
- E2.0.1** Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition).

Grade 5

- U1.1.1** Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).
- U2.2.2** Describe the life of enslaved Africans and free Africans in the American colonies.
- U2.2.3** Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.
- U2.3.2** Describe the daily life of people living in the New England, Middle, and Southern colonies.
- U2.3.3** Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).
- U2.3.4** Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).

Grade 6

- H1.2.1** Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology,

- historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- H1.2.3** Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- H1.2.5** Identify the role of the individual in history and the significance of one person's ideas.
- H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- H1.4.2** Describe and use themes of history to study patterns of change and continuity.
- H1.4.3** Use historical perspective to analyze global issues faced by humans long ago and today.
- G1.1.1** Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- G1.2.1** Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- G1.2.4** Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
- G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- G1.3.3** Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
- G2.2.1** Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- G2.2.3** Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).
- Grade 7**
- H1.2.1** Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

- H1.2.3** Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- H1.2.6** Identify the role of the individual in history and the significance of one person's ideas.
- H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- H1.4.2** Describe and use themes of history to study patterns of change and continuity.
- H1.4.3** Use historical perspectives to analyze global issues faced by humans long ago and today.
- G1.2.3** Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

Grade 8

- U4.1.2** Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine.
- U4.2.2** The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.
- U4.2.3** Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.
- U4.2.4** Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states.
- U5.1.1** Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.
- 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.

Michigan English Language Arts Grade Level & High School Content Expectations

Kindergarten

- L.CN.00.03** Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.

Grade 1

L.CN.01.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of a peer and respond on topic adding a connected idea.

Grade 2

L.CN.02.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.

Grade 3

- R.NT.03.01** Explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.
- R.CM.03.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.03.02** Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
- R.CM.03.03** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.
- R.CM.03.04** Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- W.GN.03.01** Write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.
- W.GN.03.03** Write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.
- W.GN.03.04** Use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.
- L.CN.03.02** Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
- L.CN.03.03** Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.
- S.CN.03.02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.
- S.DS.03.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
- S.DS.03.04** Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.

Grade 4

- R.NT.04.01** Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.
- R.CM.04.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.04.02** Retell through concise summarization grade-level narrative and informational text.
- R.CM.04.03** Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.
- R.CM.04.04** Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- W.GN.04.01** Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.
- W.GN.04.03** Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.
- W.GN.04.04** Use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.
- L.CN.04.02** Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
- L.CN.04.03** Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.
- S.CN.04.02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.
- S.DS.04.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
- S.DS.04.04** Plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.

Grade 5

- R.NT.05.01** Analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.
- R.CM.05.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.05.02** Retell through concise summarization grade-level narrative and informational text.
- R.CM.05.03** Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
- R.CM.05.04** Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- W.GN.05.01** Write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles

and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.

W.GN.05.03 Write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.

W.GN.05.04 Use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.

S.CN.05.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.

L.CN.05.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

L.CN.05.03 Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.

S.DS.05.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

S.DS.05.04 Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.

Grade 6

R.CM.06.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.06.03 analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

R.CM.06.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

W.PS.06.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

L.CN.06.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

S.CN.06.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.

S.DS.06.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

Grade 7

R.CM.07.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

- R.CM.07.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
- R.CM.07.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.
- W.PS.07.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).
- L.CN.07.02** Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.
- S.CN.07.01** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.
- S.DS.07.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

Grade 8

- R.CM.08.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.08.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
- R.CM.08.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.
- W.PS.08.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).
- L.CN.08.02** Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.
- S.CN.08.01** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.
- S.DS.08.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

Grades 9-12

- CE 2.1.10** Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
- CE 2.2.1** Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).

Michigan Science Grade Level & High School Content Expectations

Grade 5

- S.IP.05.11** Generate scientific questions based on observations, investigations, and research.
- S.IP.05.16** Identify patterns in data.
- S.IA.05.13** Communicate and defend findings of observations and investigations using evidence.
- S.IA.05.15** Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.
- S.RS.05.11** Evaluate the strengths and weaknesses of claims, arguments, and data.
- S.RS.05.15** Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
- S.RS.05.16** Design solutions to problems using technology.
- S.RS.05.19** Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

Grade 6

- S.RS.06.15** Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

Grade 7

- S.RS.07.15** Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

National Curriculum Standards for Social Studies

Strands

- I** Culture
- II** Time, Continuity, and Change
- III** People, Places, and Environments
- V** Individuals, Groups, and Institutions
- VI** Power, Authority, and Governance
- VII** Production, distribution, and consumption
- X** Civic Ideals and Practices

National Curriculum Standards for History 5-12

- Era 2** Colonization and Settlement
- Era 3** Revolution and the New Nation
- Era 4** Expansion and Reform
- Era 5** Civil War and Reconstruction
- Era 6** The Development of an Industrial, Urban and Global United States
- Era 7** The Great Depression and WWII
- Era 8** Post-WWII United States
- Era 9** America in a new global age

National Geography Standards

Strand

- 2 How to Use Mental Maps to Organize Information About People, Places, and Environments in a Spatial Context (The World in Spatial Terms)
- 4 The Physical and Human Characteristics of Places (Places and Regions)
- 6 How Culture and Experience Influence People’s Perceptions of Places and Regions (Places and Regions)
- 10 The Characteristics, Distribution, and Complexity of Earth’s Cultural Mosaics (Human Systems)
- 13 How the Forces of Cooperation and Conflict Among People Influence the Division and Control of Earth’s Surface (Human Systems)
- 15 How Physical Systems Affect Human Systems (Environment and Society)
- 16 The Changes That Occur in the Meaning, Use, Distribution, and Importance of Resources (Environment and Society)
- 17 How to Apply Geography to Interpret the Past (The Uses of Geography)

National English Language Arts Content Standards**Strand****Strands**

- 1 Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 2 Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- 12 Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

National Science Content Standards**Strand**

- F Science in personal and social perspectives