CURRICULUM CONNECTIONS

Building Stories: A Creative Writing Contest
(http://www.thehenryford.org/BuildingStories)

Creative writing contest for students in grades 3-12, where participants research historic buildings in Greenfield Village and write a story of historical fiction for prizes.

Michigan English Language Arts Grade Level Content Expectations

Grade 3

Informational Text
R.IT.03.01   identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.
R.IT.03.02   identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.
R.IT.03.03   explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.

Comprehension
R.CM.03.04   apply significant knowledge from grade-level science, social studies, and mathematics texts.

Metacognition
R.MT.03.01   self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing.
R.MT.03.02   plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns.

Critical Standards
R.CS.03.01   develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.

Writing Genre

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.03.02   write poetry based on reading a wide variety of grade-appropriate poetry.

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.

Writing Process

W.PR.03.01   set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.03.02   apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).

W.PR.03.03   draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution).

W.PR.03.04   revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

W.PR.03.05   proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.

Personal Style

W.PS.03.01   exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).

Grammar and Usage

W.GR.03.01   in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

Spelling

W.SP.03.01   in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

Handwriting

W.HW.03.01 fluently and legibly write the cursive alphabet.

Grade 4

Vocabulary
R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.

Informational Text
R.IT.04.01 identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.
R.IT.04.02 identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.

R.IT.04.03 explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.

Comprehension
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.

Metacognition
R.MT.04.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
R.MT.04.02 plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.

Critical Standards
R.CS.04.01 develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.

Writing Genre
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.

Writing Process

W.PR.04.01   set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.04.02   apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).

W.PR.04.03   draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.

W.PR.04.04   revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

W.PR.04.05   proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.

Personal Style

W.PS.04.01   exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).

Grammar and Usage

W.GR.04.01   in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

Spelling

W.SP.04.01   in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

Handwriting

W.HW.04.01   write neat and legible compositions.

Conventions

S.CN.04.01   use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.

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.CN.04.03   speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.

| S.CN.04.04 | present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.) |
| S.CN.04.05 | understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership. |

Discourse

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.04.02	discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.
S.DS.04.03	respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.
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.

Conventions

L.CN.04.01	ask substantive questions of the speaker that will provide additional elaboration and details.
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.
L.CN.04.04	recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.

Grade 5

Vocabulary

| R.WS.05.07 | in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources. |

Comprehension

| 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.05.04 | apply significant knowledge from grade-level science, social studies, and mathematics texts. |

Metacognition

R.MT.05.01	self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

R.MT.05.02	plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.

Critical Standards
R.CS.05.01	develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

Writing Genre
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.

Writing Process
W.PR.05.01	set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.05.02	apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).

W.PR.05.03	draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.

W.PR.05.04	revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve organization and flow of ideas (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).

W.PR.05.05	proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

Personal Style
W.PS.05.01	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).

Grammar and Usage
W.GR.05.01	in the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off

direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.

Spelling
W.SP.05.01   in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

Handwriting
W.HW.05.01   write neat and legible compositions.

Conventions
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.

L.CN.05.04   recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.

Response
L.RP.05.01   listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.

L.RP.05.04   combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).

L.RP.05.05   respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.

Grade 6

Vocabulary
R.WS.06.07   in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

Comprehension
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.

Critical Standards

R.CS.06.01   compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

Writing Genre
W.GN.06.01   write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.

W.GN.06.02   write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.

W.GN.06.03   formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.

Writing Process
W.PR.06.01   set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.06.02   apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).

W.PR.06.03   revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.

W.PR.06.04   draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.

W.PR.06.05   proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

Personal Style
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).

Grammar and Usage
W.GR.06.01   in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

Spelling
W.SP.06.01   in the context of writing, correctly spell frequently encountered and frequently misspelled words.

Handwriting

W.HW.06.01   write neat and legible compositions.

Writing Attitude
W.AT.06.01   be enthusiastic about writing and learning to write.

Conventions
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.CN.06.02   speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations.

S.CN.06.03   present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

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

S.DS.06.02   respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.

S.DS.06.03   discuss written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense).

S.DS.06.04   plan a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered.

LISTENING & VIEWING
Conventions
L.CN.06.01   respond to, evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations.

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.

Response
L.RP.06.01   listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.

L.RP.06.02   select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

L.RP.06.03   identify a speaker's affective communication expressed through tone, mood, and emotional cues.

L.RP.06.04   relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures).

L.RP.06.05   respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.

L.RP.06.06   respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.

L.RP.06.07   identify persuasive and propaganda techniques used in television, and identify false and misleading information.

Grade 7

Informational Text
R.IT.07.01   analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.

R.IT.07.02   analyze organizational text patterns including sequential, compare/contrast, and cause/effect.

R.IT.07.03   explain how authors use writer's craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.

Comprehension
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.07.02   retell through concise summarization grade-level narrative and informational text.

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.

Metacognition
R.MT.07.01   self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

R.MT.07.02   plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.

Critical Standards
R.CS.07.01   analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

Reading Attitude
R.AT.07.01   be enthusiastic about reading and do substantial reading and writing on their own.

Writing Genre

W.GN.07.01 write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).

W.GN.07.02 write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.

W.GN.07.03 formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.

Writing Process

W.PR.07.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.07.02 apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).

W.PR.07.03 revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.

W.PR.07.04 draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.

W.PR.07.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

Personal Style

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).

Grammar and Usage

W.GR.07.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.

Spelling

W.SP.07.01 in the context of writing, correctly spell the derivatives of bases and affixes.

Handwriting

W.HW.07.01 write neat and legible compositions.

Writing Attitude

W.AT.07.01 be enthusiastic about writing and learning to write.

Conventions

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.CN.07.02	speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.
S.CN.07.03	present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

Discourse

S.DS.07.01	engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles. partnerships, or other conversation protocols.
S.DS.07.02	respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.
S.DS.07.03	discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).
S.DS.07.04	plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience.

Conventions

| L.CN.07.01 | distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations. |
| 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. |

Response

L.RP.07.01	listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.
L.RP.07.02	select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
L.RP.07.03	identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.
L.RP.07.04	ask probing questions of speakers, focusing on claims and conclusions presented.
L.RP.07.05	respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.
L.RP.07.06	evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.
L.RP.07.07	identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television,

movies), and determine if the techniques used achieved their intended effects.

Grade 8

Informational Text
R.IT.08.01   analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.

R.IT.08.02   analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.

R.IT.08.03   explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.

Comprehension
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.08.02   retell through concise summarization grade-level narrative and informational text.

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.

Metacognition
R.MT.08.01   self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

R.MT.08.02   plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.

Critical Standards
R.CS.08.01   evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

Reading Attitude
R.AT.08.01   be enthusiastic about reading and do substantial reading and writing on their own.

Writing Genres
W.GN.08.01   write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre

employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).

W.GN.08.02   write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.

W.GN.08.03   formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process.

Writing Process
W.PR.08.01   set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.08.02   apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect, or sequential text patterns).

W.PR.08.03   draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.

W.PR.08.04   revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.

W.PR.08.05   proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

Personal Style
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).

Grammar and Usage
W.GR.08.01   in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.

Spelling
W.SP.08.01   in the context of writing use correct spelling conventions.

Handwriting
W.HW.08.01   write neat and legible compositions.

Writing Attitude
W.AT.08.01   be enthusiastic about writing and learning to write.

Conventions
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.CN.08.02 | speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations. |
| S.CN.08.03 | present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.) |

Discourse

S.DS.08.01	engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
S.DS.08.02	respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.
S.DS.08.03	discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and physical description of characters).
S.DS.08.04	plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.

Conventions

| L.CN.08.01 | analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations. |
| L.CN.08.02 | listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations. |

Response

L.RP.08.01	listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations.
L.RP.08.02	select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
L.RP.08.03	paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.
L.RP.08.04	analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.
L.RP.08.05	respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.
L.RP.08.06	evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.
L.RP.08.07	interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.

<u>Michigan Social Studies Grade Level Content Expectations</u>

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

Grade 4
H3.0.6   Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)

Grade 6
H1.2.5   Identify the role of the individual in history and the significance of one person's ideas.
H1.4.3   Use historical perspective to analyze global issues faced by humans long ago and today.

Grade 7
H1.2.6   Identify the role of the individual in history and the significance of one person's ideas.
H1.4.3   Use historical perspectives to analyze global issues faced by humans long ago and today.

<u>Michigan English Language Arts High School Content Expectations</u>

Understand and practice writing as a recursive process.
CE 1.1.1   Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
CE 1.1.2   Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
CE 1.1.3   Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
CE 1.1.4   Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
CE 1.1.5   Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers' questions.

CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

Use writing, speaking, and visual expression for personal understanding and growth.

CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).

CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
CE 1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).
CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background,

age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

CE 1.3.7   Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.3.8   Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).

CE 1.3.9   Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.

Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.

CE 1.4.1   Identify, explore, and refine topics and questions appropriate for research.

CE 1.4.2   Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.

CE 1.4.3   Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).

CE 1.4.4   Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

CE 1.4.5   Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

CE 1.4.6   Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).

CE 1.4.7   Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).

Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).

CE 1.5.1   Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
CE 1.5.4	Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

Develop critical reading, listening, and viewing strategies.

CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

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 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).

Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).

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).
CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.

CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
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).
CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.

Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.

CE 3.3.1   Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.

CE 3.3.2   Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

CE 3.3.3   Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).

CE 3.3.4   Demonstrate knowledge of American minority literature and the contributions of minority writers.

CE 3.3.6   Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).

Understand and use the English language effectively in a variety of contexts and settings.

CE 4.1.1   Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

CE 4.1.2   Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

CE 4.1.3   Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

CE 4.1.4   Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.

CE 4.1.5   Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

Understand how language variety reflects and shapes experience.

CE 4.2.1   Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).

CE 4.2.2   Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).

CE 4.2.3   Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.

CE 4.2.4   Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).

CE 4.2.5   Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

Michigan Social Studies High School Content Expectations

U.S. History and Geography

General Knowledge
K1.1	Know the defining characteristics of the disciplines of history and geography.
K1.2	Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.
K1.3	Understand and analyze temporal and spatial relationships and patterns.
K1.4	Understand historical and geographical perspectives.
K1.5	Understand the diversity of human beings and human cultures.
K1.6	Analyze events and circumstances from the vantage point of others.
K1.7	Understand social problems, social structures, institutions, class, groups, and interaction.
K1.8	Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
K1.9	Integrate concepts from at least two different social studies disciplines.
K1.10	Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

Reading and Communication
P1.1	Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
P1.2	Analyze point of view, context, and bias to interpret primary and secondary source documents.
P1.3	Understand that diversity of interpretation arises from frame of reference.
P1.4	Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
P1.5	Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

Inquiry, Research, and Analysis
P2.1	Understand the scientific method of inquiry to investigate social scientific and historical problems.
P2.2	Read and interpret data in tables and graphs.
P2.3	Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
P2.4	Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
P2.5	Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

Public Discourse and Decision Making

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

Historical and Geographical Knowledge and Perspective

- Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements.
- Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

Historical and Geographical Analysis and Interpretation

- Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

Growth of an Industrial and Urban America

6.1.1 Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including
- gains from trade
- organizational "revolution" (e.g., development of corporations and labor organizations)
- advantages of physical geography
- increase in labor through immigration and migration
- economic polices of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)
- technological advances

6.1.2 Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including
- development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers
- southern and western farmers' reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech)

6.1.3 Urbanization – Analyze the changing urban and rural landscape by examining
- the location and expansion of major urban centers
- the growth of cities linked by industry and trade
- the development of cities divided by race, ethnicity, and class
- resulting tensions among and within groups
- different perspectives about immigrant experiences in the urban setting

6.1.4 Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and

analyze their causes, including immigration, the Great Migration, and urbanization.

6.1.5   A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining
- the impact of resource availability
- entrepreneurial decision making by Henry Ford and others
- domestic and international migrations
- the development of an industrial work force
- the impact on Michigan
- the impact on American society

Civics

General Knowledge
K1.1   Know the defining characteristics of the discipline of civics.
K1.2   Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms and limitations of civics.
K1.3   Understand and analyze social relationships and patterns.
K1.4   Understand social and political perspectives.
K1.5   Understand the diversity of human beings and human cultures.
K1.6   Analyze events and circumstances from the vantage point of others.
K1.7   Understand social problems, social structures, institutions, class, groups, and interaction.
K1.8   Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
K1.9   Integrate concepts from at least two different social studies disciplines.
K1.10   Understand significant concepts, generalizations, principles, and theories of civics as a discipline.

Reading and Communication
P1.1   Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
P1.2   Analyze point of view, context, and bias to interpret primary and secondary source documents.
P1.3   Understand that diversity of interpretation arises from frame of reference.
P1.4   Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
P1.5   Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

Inquiry, Research, and Analysis
P2.1   Understand the scientific method of inquiry to investigate social scientific and historical problems.
P2.2   Read and interpret data in tables and graphs.

P2.3	Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
P2.4	Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
P2.5	Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

Public Discourse and Decision Making

P3.1	Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
P3.2	Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
P3.3	Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.