

**The Henry Ford
Educational Programs and Curriculum Connections**

Type of Program	Innovators	Core Democratic Values	Living and Working Together	Science, Technology, Engineering, Mathematics	Diversity	Michigan GLCES/HSCS	National Standards
Guided Activity	What's My Assembly Line?					Social Studies: 1 - H2.0.6 2 - H2.0.3, H2.0.4 4 - H3.0.1, H3.0.5, H3.0.6, E1.0.5 9-12 - USHG 6.1.1, 6.1.5 9-12 - Economics 1.2.2	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; VIII: Science, Technology, and Society
Guided Activity	Build a Model T					Social Studies: 1 - H2.0.6 2 - H2.0.3, H2.0.4 4 - H3.0.1, H3.0.5, H3.0.6 9-12 - USHG 6.1.5	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; VIII: Science, Technology, and Society
Facilitated Program			GAME - Great American Museum Experience			Social Studies: 3 - H3.0.1 4 - H3.0.4 6 - H1.4.1, H1.4.2 7 - H1.4.1, H1.4.2	National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; III: People, Places, and Environments
Facilitated Program				If I Had a Hammer		Math: 4 - N.FL.04.08, N.FL.04.34, N.FL.04.36, M.UN.04.01 5 - N.FL.05.05 ELA: 4 - L.CN.04.01, L.CN.04.02 5 - L.CN.05.02 6 - L.CN.06.02 Michigan Career and Employability Skills Standards: 1. All students will apply basic communication skills (e.g., reading, writing, speaking, and listening), apply scientific and social studies concepts, perform mathematical processes, and apply technology in work-related situations. 5. All students will display personal qualities such as responsibility, self-management, self-confidence ethical behavior, and respect for self and others. 6. All students will identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively. 7. All students will work cooperatively with people of diverse backgrounds and abilities. Identify with the group's goals and values learn to exercise leadership, teach others new skills, serve clients or customers and will contribute to a group process with ideas, suggestions, and efforts.	National Principles and Standards for School Mathematics: Number and Operation, Measurement, Problem Solving, Communication, Connections National Standards for the English Language Arts: 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
Dramatic Presentation	Home From Kitty Hawk					Social Studies: 2 - H2.0.3 6 - H1.2.5, H1.4.1, H1.4.2 7 - H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; VIII: Science, Technology, and Society
Dramatic Presentation		Votes for All				Social Studies: 2 - H2.0.3, H2.0.5 3 - C5.0.1 4 - C5.0.4 6 - H1.2.5, H1.4.1 7 - H1.2.6, H1.4.1 8 - U4.3.3 9-12 - USHG 6.3.3 9-12 - Civics 1.1.1, 6.2.3, 6.2.5	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; V: Individuals, Groups, and Institutions; VI: Power, Authority, and Governance; X: Civic Ideals and Practices
Dramatic Presentation			Noah Webster's Spelling Bee			Social Studies: 1 - H2.0.6	National Standards for the English Language Arts: 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
Dramatic Presentation					Tally's Tales	Social Studies: 1 - H2.0.6 2 - H2.0.5 4 - G4.0.2 5 - U2.2.2, U2.2.3, U2.3.4 6 - H1.2.5, H1.4.1 7 - H1.2.6 H1.4.1 8 - U4.2.2, U5.1.1, U5.1.5	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; V: Individuals, Groups, and Institutions; VI: Power, Authority, and Governance; X: Civic Ideals and Practices
Dramatic Presentation	Edison's Light Fantastic					Social Studies: 2 - H2.0.3, H2.0.4 6 - H1.2.5, H1.4.1, H1.4.2 7 - H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; VIII: Science, Technology, and Society
Dramatic Presentation		C is for Citizenship				Social Studies: 1 - H2.0.4, H2.0.5, H2.0.6 2 - H2.0.3, H2.0.4 3 - C5.0.1 4 - C5.0.1, C5.0.4 6 - H1.2.5, H1.4.1, H1.4.2 7 - H1.2.6, H1.4.1, H1.4.2 8 - U4.3.3 9-12 - Civics 1.1.1, 6.2.2, 6.2.3, 6.2.5, 6.2.8	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; V: Individuals, Groups, and Institutions; VI: Power, Authority, and Governance; X: Civic Ideals and Practices

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Dramatic Presentation					Celebrate Black History! Minds on Freedom	Social Studies: 1- H1.0.6 2- H2.0.3, H2.0.5 6- H1.2.5, H1.4.1, H1.4.2 7- H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 8.3.1 9-12 - Civics 1.1.1, 6.2.3, 6.2.5, 6.2.8	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; V: Individuals, Groups, and Institutions; VI: Power, Authority, and Governance; X: Civic Ideals and Practices
Dramatic Presentation	Elijah: The Real McCoy					Social Studies: 2- H2.0.3 4- H3.0.7 6- H1.2.5, H1.4.1, H1.4.2 7- H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; VIII: Science, Technology, and Society
Dramatic Presentation	Henry's T					Social Studies: 1- H2.0.6 2- H2.0.4, H2.0.3 4- H3.0.6 6- H1.2.5, H1.4.1, H1.4.2 7- H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1, 6.1.5	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; VIII: Science, Technology, and Society
Dramatic Presentation			Tales from Huck Finn			English: K - L.CN.00.03 1 - L.CN.01.03 2 - L.CN.02.03 3 - L.CN.03.02, L.CN.03.03 4 - L.CN.04.02, L.CN.04.03 5 - L.CN.05.02, L.CN.05.03 6 - L.CN.06.02 7 - L.CN.07.02 8 - L.CN.08.02 9-12 - CE.2.1.10, CE.2.2.1	National Curriculum Standards for English Language Arts: 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.
Self-guided Material	History Hunter: Investigating Inventions in "Your Place in Time: 20th Century America"					Social Studies: 1- H2.0.6 6- H1.4.1, H1.4.2 7- H1.4.1, H1.4.2 9-12 - USHG 7.1.1, 7.2.2, 8.3.3	National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; VIII: Science, Technology, and Society
Self-guided Material		With Liberty and Justice for All				Social Studies: 4- C5.0.4 5- U3.1.5, U3.1.6, U3.1.8 6- H1.2.1, H1.2.2, H1.2.5, H1.4.1, H1.4.2, H1.4.3 7- H1.2.1, H1.2.2, H1.2.6, H1.4.1, H1.4.2, H1.4.3 8- F1.1, F1.2, U4.3.2, U4.3.3, U5.1.1, U5.1.5, U5.1.6, U5.2.3, U5.2.4, U5.3.3, P3.1.1 9-12 - USHG 6.3.3, 8.3.1, 8.3.2 9-12 - Civics 1.1.1, 1.1.4, 2.1.4, 2.2.2, 2.2.3, 2.2.4, 3.5.8, 6.1.1, 6.1.2, 6.1.4, 6.1.5, 6.2.3, 6.2.5, 6.2.8 ELA: 4- R.CM.04.04, S.CN.04.03, L.CN.04.02 5- R.CM.05.04, S.CN.05.02, S.CN.05.03, S.DS.05.04, L.CN.05.02 6- R.CM.06.04, L.RP.06.01, L.RP.06.05, W.GR.06.01, W.SP.06.01 7- R.CM.07.04, W.GR.07.01, L.RP.07.05 8- R.CM.08.04, W.GR.08.01, W.SP.08.01, L.RP.08.05 9-12 - CE 1.3.7, CE 1.4.4, CE 3.1.5, CE 3.1.10	National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; V: Individuals, Groups, and Institutions; VI: Power, Authority, and Governance; X: Civic Ideals and Practices National Standards for the English Language Arts: 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. 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
Self-guided Material			One Room School Program			Social Studies: K- H2.0.4 1- H2.0.1, H2.0.4, H2.0.5, H2.0.6 2- H2.0.4 3- H3.0.1	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; V: Individuals, Groups, and Institutions

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Self-guided Material				Heroes of the Sky		<p>Science: 4 - S.IP.04.11, S.IP.04.12, S.IP.04.13, S.IP.04.14, S.IP.04.15, S.IP.04.16, S.IA.04.11, S.IA.04.12, S.IA.04.13, S.IA.04.14, S.IA.04.15 5 - S.IP.05.11, S.IP.05.12, S.IP.05.13, S.IP.05.15, S.IP.05.16, S.IA.05.12, S.IA.05.14, P.FM.05.41, P.FM.05.42 6 - S.IP.06.11, S.IP.06.12, S.IP.06.13, S.IP.06.15, S.IP.06.16, S.IA.06.11, S.IA.06.12, S.IA.06.13, S.IA.06.14, S.IA.06.15, P.EN.06.11 7 - S.IP.07.11, S.IP.07.12, S.IP.07.13, S.IP.07.15, S.IP.07.16, S.IA.07.11, S.IA.07.12, S.IA.07.13, S.IA.07.14, S.IA.07.15 9-12 - Physics 1.1A, 1.2D, 1.1E, 2.1A, 2.2A, 3.1A, 3.1d, 3.3A, 4.3A, 4.3C Social Studies: 2 - H2.0.3 6 - H1.2.2, H1.2.5 7 - H1.2.2, H1.2.6 9-12 - WHG 7.1.4 9-12 - USHG 6.1.1 ELA: 4 - R.CM.04.04, S.CN.04.03, L.CN.04.02 5 - R.CM.06.04, S.CN.05.03, S.CN.05.02, L.CN.05.02 6 - R.CM.06.04, S.DS.06.04, L.CN.06.02 7 - R.CM.07.04, S.CN.07.01, S.DS.07.04, L.CN.07.02 8 - R.CM.08.04, S.CN.08.01, S.CN.08.02, S.DS.08.04, L.CN.08.02 9-12 - CE1.3.1, CE1.3.9, CE1.4.3, CE1.5.2</p>	<p>National Science Education Standards: Science As Inquiry, Physical Science, Science and Technology, Science in Personal and Social Perspectives, History and Nature of Science National Curriculum Standards for Social Studies Strands: III: Time, Continuity, and Change; VIII: Science, Technology, and Society National Standards for the English Language Arts: 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. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). 4. Students adjust their use of spoken, written, and visual language (e.g., content) to different tasks, purposes, and audiences. 7. Students conduct research on issues and interests by generating ideas and questions, and, as appropriate, pursuing inquiry by investigating, evaluating, and reporting on issues, events, and ideas. 10. Students whose first language is not English make use of their first language curriculum.</p>
Self-guided Material	History Hunter: Investigating Advertising in "Automobile in American Life"					<p>Social Studies: 1 - H2.0.6 6 - H1.2.2, H1.4.1, H1.4.2 7 - H1.2.2, H1.4.1, H1.4.2 9-12 - USHG 6.1.5, 7.1.1</p>	<p>National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; VIII: Science, Technology, and Society</p>
Self-guided Material		History Hunter: Investigating Taking a Stand in With Liberty and Justice for All				<p>Social Studies: 2 - H2.0.3 4 - C5.0.4 5 - U3.1.5, U3.1.6, U3.1.8 6 - H1.2.2, H1.2.5, H1.4.1, H1.4.2 7 - H1.2.2, H1.2.6, H1.4.1, H1.4.2 9-12 - USHG F1.1, F1.2, 6.3.3, 8.3.1, 8.3.2</p>	<p>National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; III: People, Places, and Environments; IV: Individual Development and Identity; V: Individuals, Groups, and Institutions; VIII: Science, Technology, and Society</p>
Self-guided Material			History Hunter: Investigating Generations in "Your Place in Time: 20th Century America"			<p>Social Studies: 1 - H2.0.5, H2.0.6 6 - H1.4.1, H1.4.2 7 - H1.4.1, H1.4.2</p>	<p>National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; IV: Individual Development and Identity; V: Individuals, Groups, and Institutions; VIII: Science, Technology, and Society</p>
Self-guided Material				History Hunter: Investigating Environmental Innovations		<p>Science: 2 - E.FE.02.21 3 - S.RS.03.17, S.RS.03.18, E.ES.03.43 4 - S.RS.04.18, P.PM.04.53, L.EC.04.21 5 - S.RS.05.17 6 - S.RS.06.17, L.EC.06.41 7 - S.RS.07.17, E.ES.07.41, E.ES.07.42, E.ES.07.81 9-12 - Biology L3.p4A, B3.4C, B3.5e 9-12 - Earth Science E2.1B, E2.1C, E2.4B Social Studies: 2 - H2.0.4, E1.0.3 4 - H3.0.1 6 - H1.2.2, H1.4.1, H1.4.2 7 - H1.2.2, H1.4.1, H1.4.2 9-12 - USHG 6.1.5, 9.1.1</p>	<p>National Science Education Standards: Science as Inquiry, Life Science, Science and Technology, Science in Personal and Social Perspectives, History and Nature of Science National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; III: People, Places, and Environments; VII: Production, Distribution, and Consumption; VIII: Science, Technology, and Society</p>
Self-guided Material	History Hunter: Investigating Early Aviators in "Heroes of the Sky: Early Adventures in Flight"					<p>Social Studies: 1 - H2.0.6 2 - H2.0.3 3 - H3.0.8 6 - H1.2.2, H1.2.5, H1.4.1, H1.4.2 7 - H1.2.2, H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1</p>	<p>National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; IV: Individual Development and Identity; VIII: Science, Technology, and Society</p>
Self-guided Material			History Hunter: Investigating the Changing American Landscape in "Automobile in American Life"			<p>Social Studies: 1 - H2.0.5, H2.0.6 2 - H2.0.4, E1.0.3 6 - H1.2.2, H1.4.1, H1.4.2 7 - H1.2.2, H1.4.1, H1.4.2</p>	<p>National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; III: People, Places, and Environments; V: Individuals, Groups, and Institutions; VIII: Science, Technology, and Society</p>
Self-guided Material				History Hunter: Investigating Manufacturing		<p>Science: 3 - S.RS.03.17, S.RS.03.18, E.ES.03.43 4 - S.RS.04.18 5 - S.RS.05.17 6 - S.RS.06.17, L.EC.06.41 7 - S.RS.07.17, E.ES.07.41, E.ES.07.42 9-12 - Biology B3.4C Social Studies: 2 - H2.0.3, H2.0.4, E1.0.3 3 - H3.0.8 4 - H3.0.1 6 - H1.2.2, H1.2.5, H1.4.1, H1.4.2 7 - H1.2.2, H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1, 6.1.5</p>	<p>National Science Education Standards: Science as Inquiry, Life Science, Science and Technology, Science in Personal and Social Perspectives, History and Nature of Science National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; III: People, Places, and Environments; VII: Production, Distribution, and Consumption; VIII: Science, Technology, and Society</p>

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Self-guided Material	History Hunter: Investigating the Making of Inventors: Henry Ford and the Wright Brothers					Social Studies: 1 - H2.0.6 2 - H2.0.3 3 - H3.0.8 6 - H1.2.2, H1.2.5, H1.4.1, H1.4.2 7 - H1.2.2, H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1	National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; IV: Individual Development and Identity; VIII: Science, Technology, and Society
Self-guided Material			History Hunter: Investigating 19th Century School Life			Social Studies: 1 - H2.0.5, H2.0.6 2 - H2.0.4, E1.0.3 5 - U2.3.2 6 - H1.2.2, H1.4.1, H1.4.2 7 - H1.2.2, H1.4.1, H1.4.2	National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; III: People, Places, and Environments; IV: Individual Development and Identity; V: Individuals, Groups and Institutions; VIII: Science, Technology, and Society
Self-guided Material	History Hunter: Investigating George Washington Carver					Social Studies: 1 - H2.0.6 2 - H2.0.3 3 - H3.0.8 6 - H1.2.2, H1.2.5, H1.4.1, H1.4.2 7 - H1.2.2, H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1	National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; IV: Individual Development and Identity; VIII: Science, Technology, and Society
Self-guided Material			History Hunters: Investigating Historic Crafts and Trades			Social Studies: 1 - H2.0.6 2 - H2.0.4, E1.0.3 5 - U2.3.2 6 - H1.4.1, H1.4.2 7 - H1.4.1, H1.4.2	National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; VIII: Science, Technology, and Society
Self-guided Material	History Hunter: Investigating the Model T (Henry Ford Museum)					Social Studies: 1 - H2.0.6 2 - H2.0.3, H2.0.4, E1.0.3 3 - H3.0.1, H3.0.8 4 - H3.0.1, H3.0.5, H3.0.6, E1.0.5 6 - H1.2.2, H1.2.5, H1.4.1, H1.4.2 7 - H1.2.2, H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1, 6.1.5	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; VII: Production, Distribution, and Consumption; VIII: Science, Technology, and Society
Self-guided Material			History Hunters: Investigating Historic Kitchens			Social Studies: 1 - H2.0.5, H2.0.6 2 - H2.0.4, E1.0.3 5 - U2.3.2 6 - H1.2.2, H1.4.1, H1.4.2 7 - H1.2.2, H1.4.1, H1.4.2	National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; III: People, Places, and Environments; IV: Individual Development and Identity; V: Individuals, Groups and Institutions; VIII: Science, Technology, and Society
Self-guided Material	History Hunter: Investigating the Model T (Greenfield Village)					Social Studies: 1 - H2.0.6 2 - H2.0.3, H2.0.4, E1.0.3 3 - H3.0.1, H3.0.8 4 - H3.0.1, H3.0.5, H3.0.6, E1.0.5 6 - H1.2.5, H1.4.1, H1.4.2 7 - H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1, 6.1.5	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; VII: Production, Distribution, and Consumption; VIII: Science, Technology, and Society
Self-guided Material	Explore The Model T in Henry Ford Museum Self-guided Itinerary					Social Studies: 2 - H2.0.3, H2.0.4 3 - H3.0.8 4 - H3.0.5, H3.0.6, E1.0.5 6 - H1.2.2, H1.2.5, H1.4.1, H1.4.2 7 - H1.2.2, H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1, 6.1.5	National Curriculum Standards for Social Studies Strands: I: Culture; II: Time, Continuity, and Change; VII: Production, Distribution, and Consumption; VIII: Science, Technology, and Society
Supplemental Online Resource	The Rouge: An Overview PowerPoint Slide Show					Social Studies: 1 - H2.0.6 2 - H2.0.3, H2.0.4, E1.0.3 3 - H3.0.1, H3.0.8 4 - H3.0.1 6 - H1.2.1, H1.2.5, H1.4.1, H1.4.2 7 - H1.2.1, H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1, 6.1.5	National Curriculum Standards for Social Studies Strands: III: Time, Continuity, and Change; V: Individuals, Groups, and Institutions; VII: Production, Distribution, and Consumption; VIII: Science, Technology, and Society
Supplemental Online Resource		Getting in on the Act: The Model T Commemorative Coin Instructional Unit (Elementary)				Social Studies: 2 - H2.0.1, H2.0.4, G2.0.1, G2.0.2, G4.0.2, C5.0.2, E1.0.2, E1.0.3, P3.3.1, P4.2.1 3 - H3.0.8, G4.0.1, G4.0.2, C5.0.1, P3.3.1, P4.2.1 4 - H3.0.1, H3.0.4, C2.0.1, C3.0.1, C3.0.2, C3.0.3, C3.0.4, C3.0.5C5.0.1, C5.0.4, P3.3.1, P4.2.1 ELA: 2 - W.PR.02.01, W.PR.02.02, W.PR.02.03, W.PR.02.04, W.PR.02.05, W.PR.02.06, W.PR.02.07, W.GR.02.01, W.SP.02.01 3 - W.PR.03.01, W.PR.03.02, W.PR.03.04, W.PR.03.05, W.GR.03.01, W.SP.03.01 4 - W.PR.04.01, W.PR.04.02, W.GR.04.01, W.SP.04.01	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; VI: Power, Authority, and Governance; VII: Production, Distribution, and Consumption; X: Civic Ideals and Practices National Standards for Civics and Government Organizing Questions I. What Is Government and What Should It Do? III. How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy? V. What Are the Roles of the Citizen in American Democracy? National Standards for Historical Thinking 1: Chronological Thinking: 3: Historical Analysis and Interpretation National Standards for U.S. History 1: Family Life Now and in the Recent Past; Family Life in Various Places Long Ago 2: History of Students' Local Community and How Communities in North America Varied Long Ago 8: Major Discoveries in Science and Technology, Their Social and Economic Effects, and the Scientists and Inventors Responsible for Them National Standards for the English Language Arts 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning, understanding of textual features (e.g., sound-letter correspondence, sentence structure), and knowledge of text types to make sense of what they read. 4. Students adjust their use of spoken, written, and visual language (e.g., content, style, register, medium, and technology) to participate in activities and to complete a variety of tasks. 5. Students employ a wide range of strategies as they write and use different writing processes to accomplish their writing (e.g., planning, drafting, revising, editing, proofreading, publishing, sharing, and presenting) for a variety of purposes. 8. Students use a variety of technological and information resources (e.g., libraries, digital assets, online databases, primary sources, video, social media, etc.) to support their learning, activities, and projects, and to communicate and collaborate with others as active participants in a learning community.
Supplemental Online Resource	Henry Ford's Innovations at The Rouge PowerPoint Slide Show					Social Studies: 2 - H2.0.3 6 - H1.2.5, H1.4.1, H1.4.2 7 - H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1, 6.1.5	National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; VII: Production, Distribution, and Consumption; VIII: Science, Technology, and Society

Type of Program	Innovators	Core Democratic Values	Living and Working Together	Science, Technology, Engineering, Mathematics	Diversity	Michigan GLCES/HSCS	National Standards
Supplemental Online Resource		Getting in on the Act: The Model T Commemorative Coin Instructional Unit (High School)				<p>Social Studies: 9-12 - Civics 1.1.1, 1.1.2, 2.1.3, 2.2.1, 3.1.1, 3.1.2, 3.2.1, 3.5.1, 3.5.8, 5.1.1, 5.3.2, 5.4.2, 5.4.3, 5.5.2, 5.5.3, 6.1.5, 6.2.3, 6.2.9 9-12 - USHG 6.1.5 ELA: 9-12 - 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.3.5, 1.3.6, 1.4.1, 1.4.2, 1.4.4, 1.4.5, 1.5.4, 1.5.5, 4.1.1, 4.1.3, 4.1.4, 4.1.5</p>	<p>National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; VI: Power, Authority, and Governance; X: Civic Ideals and Practices National Standards for Civics and Government Organizing Questions II. What Are the Foundations of the American Political System? III. How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy? V. What Are the Roles of the Citizen in American Democracy? National Standards for Historical Thinking: 1: Chronological Thinking; 3: Historical Analysis and Interpretation; 4: Historical Research Capabilities; 5: Historical Issues-Analysis and Decision-Making National Standards for English Language Arts: 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and genre) to create, critique, and discuss print and non-print texts. 8. Students use a variety of technological and information resources (e.g., libraries, databases, search engines, social media) to locate, evaluate, and synthesize information and to create and communicate knowledge.</p>
Supplemental Online Resource			Organizing the United Auto Workers at the Rouge PowerPoint Slide Show			<p>Social Studies: 2 - H2.0.3, H2.0.4, E1.0.2 3 - H3.0.1, H3.0.8, E1.0.4 4 - H3.0.1, H3.0.5, H3.0.6 6 - H1.2.5, H1.4.1, H1.4.2 7 - H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1, 6.1.5</p>	<p>National Curriculum Standards for Social Studies Strands: II, V: Individuals, Groups, and Institutions; VI: Power, Authority, and Governance</p>
Supplemental Online Resource	Model T Road Trip Interactive Module					<p>Social Studies: 1 - E1.0.2 2 - H2.0.3, H2.0.4 4 - H3.0.1, H3.0.6 6 - H1.2.2, H1.2.5, H1.4.1, H1.4.2 7 - H1.2.2, H1.2.6, H1.4.1, H1.4.2 9-12 - USHG 6.1.1, 6.1.5</p>	<p>National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; VIII: Science, Technology, and Society</p>
Supplemental Online Resource			Living Under Enslavement at Hermitage Plantation Interactive Module			<p>Social Studies: 4 - G4.0.2 5 - U2.2.2, U2.2.3, U2.3.4 6 - H1.2.1, H1.2.5, H1.4.1, H1.4.2 7 - H1.2.1, H1.2.6, H1.4.1, H1.4.2 8 - U4.2.2, U5.1.1, U5.1.5</p>	<p>National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; V: Individuals, Groups, and Institutions; VI: Power, Authority, and Governance; X: Civic Ideals and Practices</p>
Supplemental Online Resource			Colonial Family and Community Interactive Module			<p>Social Studies: 2 - H2.0.3, H2.0.4, E1.0.3, E1.0.4, E1.0.5 5 - U2.3.2, U2.3.3 6 - H1.2.5, H1.4.1, H1.4.2 7 - H1.2.6, H1.4.1, H1.4.2</p>	<p>National Curriculum Standards for Social Studies Strands: II: Time, Continuity, and Change; V: Individuals, Groups, and Institutions; VII: Production, Distribution, and Consumption</p>
Supplemental Online Resource			Toys Online Exhibit			<p>Social Studies: K - H2.0.1, H2.0.4 1 - H2.0.5, H2.0.6 Michigan English Language Arts Content Expectations: K - R.NT.00.03, R.NT.00.04, R.CM.00.01, W.GN.01.01 1 - R.NT.01.04, R.CM.01.01, W.GN.00.02 - R.NT.02.03, R.CM.02.01 3 - R.NT.03.01, R.NT.03.03, R.CM.03.01</p>	<p>National Curriculum Standards for Social Studies Strands: III: Time, Continuity, and Change; IV: Individual Development and Identity National English Language Arts Standards: 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. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences. 7. Students conduct research on issues and interests by generating ideas and questions, and, when appropriate, search for information and data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their ideas and to solve a problem or to answer a question. audience.</p>
Special Event					With Liberty and Justice for All Symposium		