



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

America's Industrial Revolution Curriculum Connections

The following Michigan Grade Level and High School Content Expectations and national standards are met by The Henry Ford's resources on the theme America's Industrial Revolution:

Michigan Social Studies Grade Level & High School Content Expectations

Grade 1

H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

Grade 2

H2.0.3 Use an example to describe the role of the individual in creating history.

H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).

E1.0.2 Identify businesses in the local community.

E1.0.4 Describe the natural, human and capital resources needed for production of a good or service in a community.

Grade 3

H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)

H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.

H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

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

G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.

G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.

G2.0.2 Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).

G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, and dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.

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

- G4.0.3** Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.
- G5.0.1** Locate natural resources in Michigan and explain the consequences of their use.
- G5.0.2** Describe how people adapt to, use, and modify the natural resources of Michigan.
- E1.0.3** Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).
- E1.0.4** Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
- E1.0.5** Explain the role of business development in Michigan's economic future.

Grade 4

- H3.0.1** Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present.
- What happened?
 - When did it happen?
 - Who was involved?
 - How and why did it happen?
 - How does it relate to other events or issues in the past, in the present, or in the future?
 - What is its significance?
- H3.0.2** Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.
- H3.0.3** Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities.
- H3.0.4** Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000).
- H3.0.5** Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.
- 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.
- G1.0.2** Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
- G1.0.3** Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).
- G1.0.4** Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
- G2.0.1** Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).

- G2.0.2** Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.
- G4.0.1** Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.
- G4.0.2** Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).
- G5.0.1** Assess the positive and negative effects of human activities on the physical environment of the United States.
- E1.0.5** Explain how specialization and division of labor increase productivity (e.g., assembly line).
- E2.0.1** Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition).

Grade 6

- H1.2.1** Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- H1.2.5** Identify the role of the individual in history and the significance of one person's ideas.
- H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- H1.4.2** Describe and use themes of history to study patterns of change and continuity.
- H1.4.3** Use historical perspective to analyze global issues faced by humans long ago and today.
- G5.1.1** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
- G5.1.2** Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).

Grade 7

- H1.2.1** Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- H1.2.6** Identify the role of the individual in history and the significance of one person's ideas.
- H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

- H1.4.2** Describe and use themes of history to study patterns of change and continuity.
- H1.4.3** Use historical perspectives to analyze global issues faced by humans long ago and today.
- G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).
- G5.1.1** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).
- G5.1.2** Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).

Grade 8

- U4.2.1** Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of
- agriculture, including changes in productivity, technology, supply and demand, and price
 - industry, including entrepreneurial development of new industries, such as textiles
 - the labor force including labor incentives and changes in labor forces
 - transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices
 - race relations
- U6.1.1** America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in
- territory, including the size of the United States and land use
 - population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America
 - systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society
 - economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
 - the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in *Plessy v. Ferguson*, and the response of African Americans

Grades 9-12 – Social Studies, all disciplines

- 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.
- 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.

Grades 9-12 - U.S. History and Geography

- F2.1** Describe the major trends and transformations in American life prior to 1877 including
 - regional economic differences and similarities, including goods produced and the nature of the labor force
 - changes in the size, location, and composition of the population
 - patterns of immigration and migration
 - development of cities
 - changes in commerce, transportation, and communication
- 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
 - 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
- 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
- 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
- 6.3.2** Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas
 - • major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
 - new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)

- the Supreme Court's role in supporting or slowing reform
- role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell)
- efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants

6.3.3 Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.

9.1.1 Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication

Grades 9-12 - World History & Geography

6.1.3 Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including

- the global spread of major innovations, technologies, and commodities via new global networks

6.1.4 Changes in Economic and Political Systems – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism).

6.2.3 Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by

- comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France
- describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements
- describing the environmental impacts of industrialization and urbanization

6.3.1 Europe – Analyze the economic, political, and social transformations in Europe by

- analyzing and explaining the impact of economic development on European society
- explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women
- using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase)

7.1.2 Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military,

political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination).

- 7.1.4** Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.

Grades 9-12 - Economics

- 1.1.1** Scarcity, Choice, Opportunity Costs, and Comparative Advantage – Using examples, explain how scarcity, choice, opportunity costs affect decisions that households, businesses, and governments make in the market place and explain how comparative advantage creates gains from trade.
- 1.2.3** Investment, Productivity and Growth – Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these influence the market.

Michigan Science Grade Level & High School Content Expectations

Kindergarten:

- S.IP.00.11** Make purposeful observation of the natural world using the appropriate senses.
- S.IP.00.12** Generate questions based on observations.
- S.IP.00.13** Plan and conduct simple investigations.
- S.IP.00.14** Manipulate simple tools (for example: hand lens, pencils, balances, non-standard objects for measurement) that aid observation and data collection.
- P.FM.00.31** Demonstrate pushes and pulls on objects that can move.
- P.FM.00.32** Observe that objects initially at rest will move in the direction of the push or pull.
- P.FM.00.33** Observe how pushes and pulls can change the speed or direction of moving objects.

Grade 1

- S.IP.01.11** Make purposeful observation of the natural world using the appropriate senses.
- S.IP.01.12** Generate questions based on observations.
- S.IP.01.13** Plan and conduct simple investigations.
- S.IP.01.14** Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection.

Grade 2

- S.IP.02.11** Make purposeful observation of the natural world using the appropriate senses.
- S.IP.02.12** Generate questions based on observations.
- S.IP.02.13** Plan and conduct simple investigations.
- S.IP.02.14** Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer, balance) that aid observation and data collection.

Grade 3

- S.IP.03.11** Make purposeful observation of the natural world using the appropriate senses.

- S.IP.03.12** Generate questions based on observations.
S.IP.03.13 Plan and conduct simple and fair investigations.
S.IP.03.14 Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer).
- S.RS.03.16** Identify technology used in everyday life.
S.RS.03.17 Identify current problems that may be solved through the use of technology.
S.RS.03.18 Describe the effect humans and other organisms have on the balance of the natural world.
S.RS.03.19 Describe how people have contributed to science throughout history and across cultures.
- P.FM.03.35** Describe how a push or a pull is a force.
P.FM.03.36 Relate a change in motion of an object to the force that caused the change of motion.
P.FM.03.37 Demonstrate how the change in motion of an object is related to the strength of the force acting upon the object and to the mass of the object.
- E.ES.03.41** Identify natural resources (metals, fuels, fresh water, fertile soil, and forests).
E.ES.03.42 Classify renewable (fresh water, fertile soil, forests) and non-renewable (fuels, metals) resources.
E.ES.03.43 Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).
E.ES.03.51 Describe ways humans are dependent on the natural environment (forests, water, clean air, Earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).
E.ES.03.52 Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable, and non-renewable resources).

Grade 4

- S.IP.04.11** Make purposeful observation of the natural world using the appropriate senses.
S.IP.04.12 Generate questions based on observations.
S.IP.04.13 Plan and conduct simple and fair investigations.
S.IP.04.14 Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer, graduated cylinder/beaker).
- S.RS.04.16** Identify technology used in everyday life.
S.RS.04.17 Identify current problems that may be solved through the use of technology.
S.RS.04.18 Describe the effect humans and other organisms have on the balance of the natural world.
S.RS.04.19 Describe how people have contributed to science throughout history and across cultures.
- L.OL.04.16** Determine that animals require air, water, and a source of energy and building material for growth and repair.
L.EC.04.11 Identify organisms as part of a food chain or food web.
L.EC.04.21 Explain how environmental changes can produce a change in the food web.

Grade 5

- S.IP.05.11** Generate scientific questions based on observations, investigations, and research.
S.IP.05.12 Design and conduct scientific investigations.

- S.IP.05.16 Identify patterns in data.
- S.IA.05.13 Communicate and defend findings of observations and investigations using evidence.
- S.IA.05.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.
- S.RS.05.11 Evaluate the strengths and weaknesses of claims, arguments, and data.
- S.RS.05.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
- S.RS.05.16 Design solutions to problems using technology.
- S.RS.05.17 Describe the effect humans and other organisms have on the balance in the natural world.
- S.RS.05.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

Grade 6

- S.IP.06.11 Generate scientific questions based on observations, investigations, and research.
- S.IP.06.12 Design and conduct scientific investigations.
- S.IP.06.16 Identify patterns in data.
- S.RS.06.17 Describe the effect humans and other organisms have on the balance of the natural world.
- S.RS.06.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.
- L.EC.06.41 Describe how human beings are part of the ecosystem of the Earth and that human activity can purposefully, or accidentally, alter the balance in ecosystems.
- L.EC.06.23 Predict how changes in one population might affect other populations based upon their relationships in the food web.

Grade 7

- S.IP.07.11 Generate scientific questions based on observations, investigations, and research.
- S.IP.07.12 Design and conduct scientific investigations.
- S.IP.07.16 Identify patterns in data.
- S.RS.07.17 Describe the effect humans and other organisms have on the balance of the natural world.
- S.RS.07.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.
- E.ES.07.81 Explain the water cycle and describe how evaporation, transpiration, condensation, cloud formation, precipitation, infiltration, surface runoff, ground water, and absorption occur within the cycle.
- E.ES.07.82 Analyze the flow of water between the components of a watershed, including surface features (lakes, streams, rivers, wetlands) and groundwater.

Grades 9-12 – All science disciplines

- B1.2E Evaluate the future career and occupational prospects of science fields.
- B1.2k Analyze how science and society interact from a historical, political, economic, or social perspective.

Grades 9-12 - Earth Science

E3.p3B Describe the three types of plate boundaries (divergent, convergent, and transform) and geographic features associated with them (e.g., continental rifts and mid-ocean ridges, volcanic and island arcs, deep-sea trenches, transform faults).

Grades 9-12 - Biology

- L3.p3C** Explain how biotic and abiotic factors cycle in an ecosystem (water, carbon, oxygen, and nitrogen).
- L3.p3D** Predict how changes in one population might affect other populations based upon their relationships in a food web.
- B3.2C** Draw the flow of energy through an ecosystem. Predict changes in the food web when one or more organisms are removed.
- B3.3A** Use a food web to identify and distinguish producers, consumers, and decomposers and explain the transfer of energy through trophic levels.
- B3.3b** Describe environmental processes (e.g., the carbon and nitrogen cycles) and their role in processing matter crucial for sustaining life.
- B3.4C** Examine the negative impact of human activities.

Grades 9-12 - Physics

- P3.1A** Identify the force(s) acting between objects in “direct contact” or at a distance.
- P3.1c** Provide examples that illustrate the importance of the electric force in everyday life.
- P3.1d** Identify the basic forces in everyday interactions.
- P4.1c** Explain why work has a more precise scientific meaning than the meaning of work in everyday language.
- P4.1d** Calculate the amount of work done on an object that is moved from one position to another.
- P4.3A** Identify the form of energy in given situations (e.g., moving objects, stretched springs, rocks on cliffs, energy in food).
- P4.3C** Explain why all mechanical systems require an external energy source to maintain their motion.

Michigan English Language Arts Grade Level & High School Content Expectations

Grade 3

- R.NT.03.01** Explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.
- R.CM.03.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.03.02** Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
- R.CM.03.03** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.
- R.CM.03.04** Apply significant knowledge from grade-level science, social studies, and mathematics texts.

- W.GN.03.01** Write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.
- W.GN.03.02** 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.
- L.RP.03.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
- S.DS.03.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
- S.DS.03.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.
- S.DS.03.04** Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.
- Grade 4**
- R.NT.04.01** Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.
- R.CM.04.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.04.02** Retell through concise summarization grade-level narrative and informational text.
- R.CM.04.03** Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.
- R.CM.04.04** Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- W.GN.04.01** Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.
- W.GN.04.02** write poetry based on reading a wide variety of grade-appropriate poetry.
- W.GN.04.03** Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.
- W.GN.04.04** Use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.
- L.RP.04.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
- 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.04.03** 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.

Grade 5

- R.NT.05.01** Analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.
- R.CM.05.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.05.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.05.02** Retell through concise summarization grade-level narrative and informational text.
- R.CM.05.03** Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
- R.CM.05.04** Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- W.GN.05.01** Write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.
- W.GN.05.02** write poetry based on reading a wide variety of grade-appropriate poetry.
- W.GN.05.03** Write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.
- W.GN.05.04** Use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.
- L.RP.05.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
- S.DS.05.01** Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
- S.DS.05.04** Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.

Grade 6

- 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.

Grade 7

- 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).

Grade 8

- 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.

Grades 9-12

- 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.

National Curriculum Standards for Social Studies

Strands

- I Culture
- II Time, continuity, and change
- III People, places, and environments
- IV Individual development and identity
- VII Production, distribution, and consumption
- VIII Science, technology, and society
- IX Global connections

National United States History Content Standards 5-12: Eras

- Era 6: The development of the industrial United States (1870 to 1900)
Era 7: The emergence of modern America (1890 to 1930)
Era 10: Contemporary United States (1968 to the present)

National World History Content Standards 5-12: Eras

- Era 8: A Half-Century of Crisis and Achievement, 1900-1945

National Curriculum Standards for Science

- A Science as Inquiry
- C Life Science
- D Earth and space science
- E Science and technology
- F Science in personal and social perspectives
- G History and nature of science

National English Language Arts Content Standards

Strand

- 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 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.
- 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.