

	Unit	Themes/Big Ideas	Concepts	Essential/Focus Questions	Knowledge and Skills	Assessment	GLCE
September	Origins and Michigan's Past	<ul style="list-style-type: none"> Physical processes shape patterns in the physical environment. Patterns of human migration can be found in history. Throughout history all cultures have found ways to meet their needs. Human creations meet many needs. 	<ul style="list-style-type: none"> glaciers glacial deposits human migration cultural diversity cultural artifacts as primary sources cultural artifacts of markers of trade primary sources secondary sources regions relative location cardinal directions 	<ul style="list-style-type: none"> What caused the shape of Michigan and determined its physical characteristics? Who lived in Michigan in the past and when did they come? How are the Hopewell an example of the diversity of American Indians alive 2000 years ago? 	<ul style="list-style-type: none"> Finding information Arranging information in usable forms Using information from maps, globes, and graphic information Classifying, interpreting, and analyzing information Summarizing, synthesizing, and evaluating information Explaining cause and effect relationships Using visual materials and data sources Glaciers caused Michigan's distinctive physical environment and the location of many natural resources. Michigan's waterways aided the migration of early people from East to West. Identify historical questions. Describe causal relationships. Use thematic maps. Basic landforms of the U.S. Key facts about Hopewell and other early people Vocabulary terms associated with Hopewell culture and archeological evidence Physical and human characteristics of place 	<ul style="list-style-type: none"> Participate in a substantive conversation with classmates to discuss the question: Why would a culture choose to spend time and resources on creating mounds that would be around thousands of years after they died? Following discussion, write a paragraph to answer the question. Quiz on facts about Hopewell life Vocabulary activity Map work on glacier activity, resource location, migration, and trade 	<ul style="list-style-type: none"> H3.0.1 Identify questions historians ask in examining the past in Michigan. H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past. H3.0.3 Describe the causal relationships between three events in Michigan's past. G1.0.1 Use cardinal directions to describe the relative location of significant places in the immediate environment. 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.
October	Using Geography to Learn More About Michigan	<ul style="list-style-type: none"> Maps are an important source of information. Geographic factors affect where people settle. 	<ul style="list-style-type: none"> primary and secondary sources cause and effect comparison adaptation to environment historical narrative thematic maps regions cardinal directions relative location movement diverse cultural groups natural resources economic activity 	<ul style="list-style-type: none"> How do maps of Michigan provide information about people places, and physical and cultural environments? How does geography affect how and where people lived in Michigan? 	<ul style="list-style-type: none"> Finding information Arranging information in usable forms Using information from maps, globes, and graphic information Classifying, interpreting, and analyzing information Summarizing, synthesizing, and evaluating information Explaining cause and effect relationships Using primary and secondary sources to tell about the past Using visual materials and data sources Constructing historical narratives Describe causal relationships. Identify historical questions. Use informational text and data to make comparisons. Industries: agriculture, manufacturing, services and tourism, research and development Physical and human characteristics of place 	Assessment ...	<ul style="list-style-type: none"> H3.0.1 Identify questions historians ask in examining the past in Michigan. H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past. H3.0.3 Describe the causal relationships between three events in Michigan's past. H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to and used their environment. 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. 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.. G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, manufacturing, services and tourism, research and development 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. 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.

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November/December	Cultural Interactions in Early Michigan	<ul style="list-style-type: none"> Culture and experience influence people's perceptions of places and regions. 	<ul style="list-style-type: none"> primary and secondary sources traditional stories generalizations beliefs adaptation to environment comparisons historical narratives regions diversity explorer settler Anishinaabeg modern Indian life 	<ul style="list-style-type: none"> How did the North American world perspective differ from that of the Europeans? How was the European worldview demonstrated in maps, artwork and writing in the past in Michigan? How can misconceptions lead to stereotyping? 	<ul style="list-style-type: none"> Finding information Arranging information in usable forms Using information from maps, globes, and graphic information Classifying, interpreting, and analyzing information Summarizing, synthesizing, and evaluating information Explaining cause and effect relationships Using primary and secondary sources to tell about the past Using informational text and visual data to compare <ul style="list-style-type: none"> Identify historical questions. Construct a historical narrative. Use current information. <ul style="list-style-type: none"> Traditional American Indian stories Interactions between cultures 	Assessment ...	<ul style="list-style-type: none"> H3.0.1 Identify questions historians ask in examining the past in Michigan. H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past. H3.0.4 Draw upon traditional stories of American Indians who lived in Michigan in order to make generalizations about their beliefs. H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to and used their environment. H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan. 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. 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. G4.0.2 Describe diverse groups that have come into a region of Michigan and reason why they came. G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life.
January	European Exploration of North America	<ul style="list-style-type: none"> Early European exploration and colonization resulted in cultural, biological, and ecological interactions among previously unconnected peoples. 	<ul style="list-style-type: none"> primary and secondary sources causal relationships historical narrative case studies explorer settler region cardinal directions relative location environment adaptation modification natural resource use 	<ul style="list-style-type: none"> What were the major causes and effects of European exploration? 	<ul style="list-style-type: none"> Finding information Arranging information in usable forms Using information from maps, globes, and graphic information Classifying, interpreting, and analyzing information Summarizing, synthesizing, and evaluating information Explaining cause and effect relationships Using primary and secondary sources to tell about the past <ul style="list-style-type: none"> Identify historical questions. Describe causal relationships. Construct historical narratives. Use case studies. <ul style="list-style-type: none"> Life in early Michigan settlements Knowledge about how Michigan became a state Interactions between cultures Location of natural resources in Michigan How people adapt, use and modify natural resources 	Assessment ...	<ul style="list-style-type: none"> H3.0.1 Identify questions historians ask in examining the past in Michigan. H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past. H3.0.3 Describe the causal relationships between three events in Michigan's past. H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan. 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. H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan. H3.0.9 Describe how Michigan attained statehood. G1.0.1 Use cardinal directions to describe the relative location of significant places in the immediate environment. G4.0.2 Describe diverse groups that have come into a region of Michigan and reason why they came. 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.

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February	Political and Economic Roots	<ul style="list-style-type: none"> Values and institutions of parent countries transfer to its colonies and/or territories. The movement of people and ideas promote growth. 	<ul style="list-style-type: none"> primary and secondary sources causal relationships historical narrative case studies sequence regions diversity three branches of government powers of branches of government Michigan Constitution scarcity opportunity costs choices production consumption location economic development entrepreneurs natural resources human resources capital resources goods services 	<ul style="list-style-type: none"> What are the political and economic roots of Michigan as a state? How are the basic values and principles of American democracy upheld in Michigan? 	<ul style="list-style-type: none"> Finding information Arranging information in usable forms Using information from maps, globes, and graphic information Classifying, interpreting, and analyzing information Summarizing, synthesizing, and evaluating information Explaining cause and effect relationships Using primary and secondary sources to tell about the past Identify historical questions. Construct historical narratives. Use case studies. Create a timeline. Describe regions. Identify location of natural resources in Michigan. Knowledge about how Michigan became a state 	Assessment ...	<ul style="list-style-type: none"> H3.0.1 Identify questions historians ask in examining the past in Michigan. H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past. H3.0.3 Describe the causal relationships between three events in Michigan’s 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. H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan. H3.0.9 Describe how Michigan attained statehood. H3.0.10 Create a timeline to sequence early Michigan history G2.0.2 Describe different regions to which Michigan belongs. G4.0.2 Describe diverse groups that have come into a region of Michigan and reason why they came. G5.0.1 Locate natural resources in Michigan and explain the consequences of their use. C3.0.3 Identify the three branches of state government in Michigan and the powers of each. C3.0.5 Describe the purpose of the Michigan Constitution E1.0.1 Explain how scarcity, opportunity costs and choices affect what is produced and consumed in Michigan. E1.0.3 Analyze how Michigan’s location and natural resources influenced its economic development. E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services.

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March	A New Environment	<ul style="list-style-type: none"> Migration and immigration changed life in Michigan. When people migrate they bring with them their cultural institutions. 	<ul style="list-style-type: none"> primary and secondary sources causal relationships diversity historical narrative case studies sequence timeline American Indians Anishinaabeg settlers explorers regions adaptation modification environment purposes of government state government scarcity opportunity costs choices production consumption location economic development entrepreneurs natural resources human resources capital resources goods services specialization interdependence 	<ul style="list-style-type: none"> How did settlers adapt to the new environment? What governmental structures were instituted by Europeans in North America? 	<ul style="list-style-type: none"> Finding information Arranging information in usable forms Using information from maps, globes, and graphic information Classifying, interpreting, and analyzing information Summarizing, synthesizing, and evaluating information Explaining cause and effect relationships Using primary and secondary sources to tell about the past Identify historical questions. Describe causal relationships. Use text and visual data to compare. Adaptation of the environment Interaction of culture groups Visual materials Data sources Consequence of resource use Adapt, use, and modify natural resources Production and consumption of goods and services 	Assessment ...	<ul style="list-style-type: none"> H3.0.1 Identify questions historians ask in examining the past in Michigan. H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past H3.0.3 Describe the causal relationships between three events in Michigan's past H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to and used their environment. H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan. 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. H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan. H3.0.10 Create a timeline to sequence early Michigan history. 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. G4.0.2 Describe diverse groups that have come into a region of Michigan and reason why they came. 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. C1.0.1 Describe how Michigan state government fulfills one of the purposes of government E1.0.1 Explain how scarcity, opportunity costs and choices affect what is produced and consumed in Michigan. E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development. E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services. E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence E3.0.1 Identify products produced in other countries and consumed by people in Michigan.

<p>April</p>	<p>Government in Michigan</p>	<ul style="list-style-type: none"> Governments are instituted to provide rules and laws that establish order. Constitutions are written to limit the power of the government and to describe how the government will operate. The right to govern comes directly from the people in democratic governments. Citizens of a nation share the history and a set of beliefs with the rest of the country's citizens regardless of their land or origin. 	<ul style="list-style-type: none"> regions Anishinaabeg cultural aspects of modern American Indian life state government purposes of government representative government roles of government public goods public services taxes branches of government conflict resolution Michigan Constitution rights responsibilities public issues alternative resolutions core democratic values public policy public policy issue 	<ul style="list-style-type: none"> What systems do we have in Michigan to provide order and justice? What are the roles and responsibilities of citizens in a representative democracy? How are the powers of government limited? How is government organized? How are public goods and services paid for? 	<ul style="list-style-type: none"> Finding information Arranging information in usable forms Using information from maps, globes, and graphic information Classifying, interpreting, and analyzing information Summarizing, synthesizing, and evaluating information Explaining cause and effect relationships Use visual materials and data sources. Identify roles of state and local government. Identify goods and services. Compose. Justify a position with a reasoned argument. Develop and implement an action plan. Participate in projects. Analyze information. Three branches of state government and its powers State courts Resolution of conflicts Rights and responsibilities of citizenship Public issues; public policy issues Graphic data Alternative resolutions Conflict Core democratic values 	<p>Assessment ...</p>	<ul style="list-style-type: none"> 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. G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life. C1.0.1 Describe how Michigan state government fulfills one of the purposes of government C2.0.1 Describe how Michigan state government reflects the principle of representative government. C3.0.1 Distinguish between the roles of state and local government. C3.0.2 Identify goods and services provided by the state government and describe how they are funded. C3.0.3 Identify the three branches of state government in Michigan and the powers of each. C3.0.4 Explain how state courts function to resolve conflict. C3.0.5 Describe the purpose of the Michigan Constitution. C5.0.1 Identify rights and responsibilities of citizenship. P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens. P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions. P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan. P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument. P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. P4.2.2 Participate in projects to help or inform others.
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May	Economics in Michigan	<ul style="list-style-type: none"> Institutions evolve in market economies to help individuals and groups accomplish their goals. People, businesses, and countries make choices because they can't have everything they want. There is an economic role for government to play in a market economy whenever the benefits of government action outweigh the costs. Productive resources include natural, human, capital, and entrepreneurship. People respond predictably to positive and negative incentives. When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others both production and consumption increases. 	<ul style="list-style-type: none"> economic activity agriculture manufacturing services and tourism research and development state government purposes of government three branches of government powers of branches of government rights responsibilities scarcity opportunity costs choices production consumption incentives location economic development entrepreneurs natural resources human resources capital resources goods services specialization interdependence 	<ul style="list-style-type: none"> What kind of economic system do we have in Michigan and how does it work? 	<ul style="list-style-type: none"> Finding information Arranging information in usable forms Using information from maps, globes, and graphic information Classifying, interpreting, and analyzing information Summarizing, synthesizing, and evaluating information Explaining cause and effect relationships Economic activity Agriculture, manufacturing, services and tourism, research and development Factors that influence the location of economic activity Consequence of the use of natural resources Purpose of government Three branches of state government and its powers Rights and responsibilities of citizenship Identify incentives that influence economic decisions Production and consumption of goods and services Role of business Economic future Public issues; public policy issues Graphic data Analyze information Alternative resolutions Conflict Core democratic values Compose Justify a position with a reasoned argument Develop and implement an action plan Participate in projects 	Assessment ...	<ul style="list-style-type: none"> G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, manufacturing, services and tourism, research and development, and explain the factors influencing the location of these economic activities. G5.0.1 Locate natural resources in Michigan and explain the consequences of their use. C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government. C3.0.2 Identify the three branches of state government in Michigan and the powers of each. C5.0.1 Identify rights and responsibilities of citizenship. E1.0.1 Explain how scarcity, opportunity costs and choices affect what is produced and consumed in Michigan. E1.0.2 Identify incentives that influence economic decisions people make in Michigan. E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development. E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services. E1.0.5 Explain the role of business development in Michigan's economic future. E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence. E3.0.1 Identify products produced in other countries and consumed by people in Michigan. P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens. P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions. P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan. P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument. P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. P4.2.2 Participate in projects to help or inform others.