

BAY MILLS COMMUNITY COLLEGE

A
CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY
AND RELATED DOCUMENTS

ISSUED BY

**BAY MILLS COMMUNITY COLLEGE
BOARD OF REGENTS**
(AUTHORIZING BODY)

TO

DAVID ELLIS ACADEMY WEST
(A PUBLIC SCHOOL ACADEMY)

July 1, 2018

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RESOLUTION

**BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
PUBLIC SCHOOL ACADEMY AUTHORIZING BODY**

RESOLUTION NO. 17-31

WHEREAS, the Bay Mills Community College Board of Regents (the "College Board"), as the governing body of a federal tribally-controlled community college, is an authorizing body empowered to authorize and issue contracts to operate public school academies, and to establish the method of selection, length of term, and number of members of a public school academy's Board of Directors; and

WHEREAS, on July 1, 2014, the College Board issued to **David Ellis Academy West** (the "Academy") a Contract to Charter a Public School Academy (the "Charter Contract"); and

WHEREAS, the Charter Contract will expire on June 30, 2018 and the Academy has asked the College Board to issue a new contract to charter a public school academy for a term of eight (8) years; and

WHEREAS, the College Charter Schools Office has completed its evaluation and assessment of the Academy's operation and performance related to the Charter Contract, and the College Charter Schools Office recommends that the College Board issue a new contract to charter a public school academy to the Academy for a term not to exceed eight (8) years, beginning July 1, 2018;


WHEREAS, in addition to other Revised School Code requirements, the College Board's reauthorization process included consideration of increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria, as the most important factor in the decision of whether or not to issue a new contract to charter a public school academy to the Academy;

NOW, THEREFORE, BE IT RESOLVED:

1. The College Board takes the following action related to issuing a Contract to Charter a Public School Academy and Related Documents ("Contract") to the Academy:
 - a. The College Board approves the form of the Contract and related documents as submitted to and reviewed by the College Board;
 - b. The College Board approves and authorizes the issuance of the Contract and related documents and authorizes Michael C. Parish, College Board Designee, to execute the Contract and related documents issued by the College Board to the Academy, provided that, before execution of the Contract, the College Chairperson affirms the following:

- (1) that all terms of the Contract have been agreed upon and the Academy is able to comply with all terms and conditions of the Contract; and
 - (2) that the Contract is substantially similar to the Contract approved by the College Board, with the only changes being those made by the College Board's Designee in consultation with legal counsel for the College Board that are in the best interests of the College Board.
- c. The College Board Designee may agree to a term of Contract not to exceed eight (8) academic years and not to extend beyond June 30, 2026.
2. That the current Academy Board members shall continue to serve in their current positions until the end of their term in office. All subsequent Academy Board appointments shall be made in accordance with the College Board's method of selection resolution.

I, the undersigned, as Secretary of the Bay Mills Community College Board of Regents, do hereby certify the foregoing Resolution was adopted by the Bay Mills Community College Board of Regents at a public meeting held on the 23rd day of June, 2017, with a vote of 7 for, 0 opposed, 1 abstaining, and 1 absent.

By: 
Randy Touchtone, Secretary

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
PUBLIC SCHOOL ACADEMY AUTHORIZING BODY

RESOLUTION NO. 12-01

**Public School Academy, School of Excellence and Strict Discipline
Academy Board of Director Method of Selection Resolution**

WHEREAS, MCL 380.503 of the Revised School Code ("Code"), MCL 380.553, and MCL 380.1311e provide that an authorizing body "shall adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors" of each public school academy, school of excellence, and strict discipline academy, respectively, subject to the authorizing body's jurisdiction; and

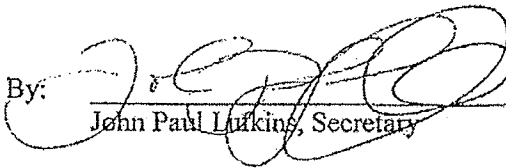
WHEREAS, the Bay Mills Community College Board of Regents (the "College Board") desires to establish a standard method of selection resolution related to appointments and service of the directors of the governing board of its authorized public school academies, schools of excellence, and strict discipline academies, and

WHEREAS, the College Board has determined that changes to the method of selection process are in the best interest of the College and that such changes be incorporated into all charter contracts issued by the College Board;

NOW, THEREFORE, BE IT RESOLVED, that the policy titled Public School Academy Board of Director Method of Selection dated January 20, 2012, is adopted; and

BE IT FURTHER RESOLVED, that these provisions shall be implemented with new charter contracts and shall be phased in for existing schools as new charter contracts are issued. As of this date, the College Board has not issued any charter contracts for schools of excellence and strict discipline academies, but the method of selection process established by this resolution shall apply to any future school that is authorized. The College's Director of Charter Schools is authorized to implement changes in the terms and conditions of charter contracts to fully execute these provisions.

I, the undersigned, as Secretary of the Bay Mills Community College Board of Regents, do hereby certify the foregoing resolution was adopted by the Bay Mills Community College Board of Regents at a public meeting held on the 20th day of January, 2012, with a vote of 6 for, 0 opposed, and 1 abstaining.

By: 
John Paul Lukins, Secretary

Dated: January 20, 2012

Public School Academy Board of Director Method of Selection

The Bay Mills Board of Regents ("College Board") declares that the method of selection, length of term, number of board members and other criteria shall be as follows:

Method of Selection and Appointment

The College Board shall prescribe the methods of appointment for members of the Academy Board. The College's Director of Charter Schools is authorized to develop and administer an Academy Board selection and appointment process that includes a *Public School Academy Board Member Appointment Questionnaire* and is in accord with these provisions:

1. Except as provided in paragraph 4 below, the College Board shall appoint the initial and subsequent Academy Board of Directors by formal resolution. The College's Director of Charter Schools shall recommend nominees to the College Board based upon a review of the nominees' *Public School Academy Board Member Appointment Questionnaire* and resume. Each nominee shall be available for interview by the College Board or its designee. The College Board may reject any and all Academy Board nominees proposed for appointment.
2. The Academy Board, by resolution and majority vote, shall nominate its subsequent members, except as provided herein. The Academy Board shall recommend to the Director of Charter Schools at least one nominee for each vacancy. Nominees shall submit the *Public School Academy Board Member Appointment Questionnaire* for review by the College's Charter Schools Office. The Director of Charter Schools may or may not recommend appointment of a nominee submitted by the Academy Board. If the Director of Charter Schools does not recommend the appointment of a nominee submitted by the Academy Board, he/she may select and recommend another nominee or may request the Academy Board submit a new nominee for consideration.
3. An individual appointed to fill a vacancy created other than by expiration of the term shall be appointed for the unexpired term of that vacant position.
4. Under exigent conditions, and with the approval of the College Board's Chair, the College's Director of Charter Schools may appoint a qualified individual to serve as a member of the Academy Board. All appointments made under this provision must be presented to the College Board for final determination at its next regularly scheduled meeting. The College Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under the exigent conditions provision.

Dated: January 20, 2012

Length of Term

The director of an Academy Board shall serve at the pleasure of the College Board. Terms of the initial position of an Academy's Board of Directors shall be staggered in accordance with *The Academy Board of Director Table of Staggered Terms and Appointments* established and administered by the College's Charter Schools Office. Subsequent appointments shall be for a term of office not to exceed three (3) years, except as prescribed by *The Academy Board of Director Table of Staggered Terms and Appointments*.

Number of Directors

The number of board member positions shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the College Board. If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the College Board or the College's Director of Charter Schools may deem that failure an exigent condition.

A vacancy may be left on the initial Academy Board for a parent or guardian representative to allow sufficient time for the Academy Board to interview and identify potential nominees.

Qualifications of Members

To be qualified to serve on an Academy's Board of Directors, a person shall, among other things: (a) be a citizen of the United States; (b) be a resident of the State of Michigan; (c) submit all materials requested by the College's Charter Schools Office including, but not limited to, the *Public School Academy Board Member Appointment Questionnaire* which must include authorization to process a criminal background check of the nominee; and (d) submit annually a conflicts of interest disclosure as prescribed by the College's Charter Schools Office.

The member of the Academy Board of Directors shall include (1) at least one parent or guardian of a child attending the school; and (2) one professional educator, preferably a person with school administrative experience. The Academy's Board of Directors shall include representation from the local community in which the Academy serves.

The members of the Academy's Board of Directors shall not include (1) any member appointed or controlled by another profit or non-profit corporation; (2) Academy employees or independent contractors performing services for the Academy; (3) any current or former director, officer, or employee of a management company that contracts with the Academy; and (4) College officials or employees.

Oath of Public Office

Before beginning their service, all members of the Academy's Board of Directors shall take and sign the constitutional oath of office before a justice, judge, or clerk of a court, or before a notary public. The Academy shall cause a copy of such oath of office to be

Dated: January 20, 2012

filed with the College's Charter Schools Office. No appointment shall be effective prior to the taking, signing and filing of the oath of public office.

Removal and Suspension

If at anytime the College Board determines that an Academy Board member's service is no longer necessary, then the College Board may remove an Academy Board member with or without cause by notifying the affected Academy Board member. The notice shall specify the date when the Academy Board member's service ends. Any Academy Board member may also be removed by a two-thirds (2/3) vote of the Academy Board for cause.

With the approval of the College Board Chair, the College's Director of Charter Schools may suspend an Academy Board member's service, if in his/her judgment the member's continued presence would constitute a risk to persons or property, or would seriously impair the operations of the Academy. Any suspension made under this provision must be presented to the College Board for final determination at its next regularly scheduled meeting. The College Board reserves the right to review, rescind, modify, ratify, or approve any suspension made under this provision.

Tenure

Each Academy Board member shall hold office until the member's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Resignation

Any Academy Board member may resign at any time by providing written notice to the Academy or the College's Charter Schools Office. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. Any Academy Board member who fails to attend three (3) consecutive Academy Board meetings without prior notification to the Academy Board President, may, at the option of the Academy Board, the College Board, or the College's Director of Charter Schools, be deemed to have resigned, effective at a time designated in a written notice sent to the resigning Academy Board member. A successor shall be appointed as provided by the method of selection adopted by the College Board.

Board Vacancies

An Academy Board vacancy shall occur because of death, resignation, replacement, removal, failure to maintain United States citizenship or residency in the State of Michigan, disqualification, enlargement of the Academy Board, or as specified in the Code.

Compensation

Academy Board members shall serve as volunteer directors and without compensation for their respective services. By resolution of the Academy Board, the Academy Board

Dated: January 20, 2012

members may be reimbursed for their reasonable expenses incidental to their duties as Academy Board members.

Dated: January 20, 2012

Tab B

**CONTRACT TERMS
AND CONDITIONS**

TERMS AND CONDITIONS

OF CONTRACT

DATED: JULY 1, 2018

ISSUED BY

THE BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS

TO

DAVID ELLIS ACADEMY WEST

CONFIRMING THE STATUS OF

DAVID ELLIS ACADEMY WEST

AS A

MICHIGAN PUBLIC SCHOOL ACADEMY

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WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Michigan Legislature has authorized an alternative form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Michigan Legislature has delegated to the governing boards of state public universities, community college boards, including tribally controlled community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and

WHEREAS, the Bay Mills Community College Board of Regents has considered the authorization of the Academy and has approved the issuance of a contract to the Academy;

NOW, THEREFORE, pursuant to the Revised School Code, the College Board grants a contract conferring certain rights, franchises, privileges, and obligations of a public school academy and confirms the status of a public school academy in this state to the Academy. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions:

ARTICLE I

DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (a) "Academy" means the Michigan nonprofit corporation named David Ellis Academy West which is established as a public school academy pursuant to this Contract.
- (b) "Academy Board" means the Board of Directors of the Academy.
- (c) "Accountability Plan" means a Community District accountability plan established, implemented and administered by the State School Reform/Redesign Officer under section 390 of the Code, MCL 380.390.
- (d) "Applicable Law" means all state and federal law applicable to public school academies.

- (e) “Application” means the public school academy application and supporting documentation submitted to the College Board for the establishment of the Academy and supplemented by material submitted pursuant to the College Board’s requirements for reauthorization.
- (f) “Authorizing Resolution” means the Resolutions adopted by the College Board on June 23, 2017.
- (g) “Charter Schools Office Director” or “CSO Director” means the person designated by the College Board to administer the operations of the Charter Schools Office.
- (h) “Charter Schools Office” or “CSO” means the office designated by the College Board as the initial point of contact for public school academy applicants and public school academies authorized by the College Board. The Charter Schools Office is also responsible for administering the College Board’s responsibilities with respect to the Contract.
- (i) “Code” means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1852 of the Michigan Compiled Laws.
- (j) “College” means Bay Mills Community College, a federally tribally controlled community college that is recognized under the tribally controlled colleges and universities assistance act of 1978, 25 USC 1801 et seq., and which has been determined by the Michigan Department of Education to meet the requirements for accreditation by a recognized regional accreditation body.
- (k) “College Board” means the Bay Mills Community College Board of Regents, an authorizing body as designated under Section 501 of the Code, MCL 380.501 et seq.
- (l) “College Board Chairperson” means the Chairperson of the Bay Mills Community College Board of Regents or his or her designee. In Section 1.1(m) below, “College Board Chairperson” means the Board Chairperson of the Bay Mills Community College Board of Regents.
- (m) “College Charter Schools Hearing Panel” or “Hearing Panel” means such person(s) as designated by the College Board Chairperson.
- (n) “Community District” means a community school district created under part 5B of the Code, MCL 380.381 et seq.
- (o) “Conservator” means the individual appointed by the College President in accordance with Section 10.10 of these Terms and Conditions.

- (p) “Contract” means, in addition to the definition set forth in the Code, these Terms and Conditions, the Authorizing Resolution, the Resolution, the Master Calendar, the ESP Policies, the Schedules, and the Application.
- (q) “Director” means a person who is a member of the Academy Board of Directors.
- (r) “Educational Service Provider” or “ESP” means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the CSO Director for review as provided in Section 11.11 and has not been disapproved by the CSO Director, and is consistent with the CSO Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.
- (s) “Educational Service Provider Policies” or “ESP Policies” means those policies adopted by the Charter Schools Office Director that apply to a Management Agreement. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the ESP Policies. Upon amendment, changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (t) “Fund Balance Deficit” means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing by the Academy or a monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.
- (u) “Lease Policies” means those policies adopted by the Charter Schools Office Director that apply to real property lease agreements entered into by the Academy. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the Lease Policies. Upon amendment, changes to the Lease Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (v) “Management Agreement” or “ESP Agreement” means an agreement as defined under section 503c of the Code, MCL 380.503c, that has been entered into between an ESP and the Academy Board for the operation

and/or management of the Academy, which has been submitted to the CSO Director for review as provided in Section 11.11, and has not been disapproved by the CSO Director.

- (w) “Master Calendar” or “MCRR” means the Master Calendar of Reporting Requirements developed and administered by the Charter Schools Office setting forth a reporting time line for certain governance, financial, administrative, facility and educational information relating to the Academy. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the Master Calendar. Upon amendment, changes to the Master Calendar shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (x) “President” means the President of Bay Mills Community College or his or her designee.
- (y) “Resolution” means the resolution adopted by the College Board on January 20, 2012, establishing the standard method of selection, length of term and number of members format for public school academies issued a Contract by the College Board, as amended from time to time.
- (z) “Schedules” means the following Contract documents of the Academy: Schedule 1: Articles of Incorporation, Schedule 2: Bylaws, Schedule 3: Fiscal Agent Agreement, Schedule 4: Oversight Agreement, Schedule 5: Description of Staff Responsibilities, Schedule 6: Physical Plant Description, Schedule 7: Required Information for Public School Academies and Schedule 8: Partnership Agreement.
- (aa) “State Board” means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 et seq.
- (bb) “State School Reform/Redesign Office” means the office created within the Michigan Department of Technology Management and Budget by Executive Reorganization Order 2015-02, codified at MCL 18.445, and transferred from the Michigan Department of Technology Management and Budget to the Michigan Department of Education by Executive Reorganization Order 2017-02, codified at MCL 388.1282.
- (cc) “State School Reform/Redesign Officer” means the officer described in Section 1280c(9) of the Code, MCL 380.1280c(9), and authorized to act as the superintendent of the State School Reform/Redesign District under Section 1280c(6)(b) of the Code, MCL 380.1280c(6)(b).
- (dd) “Superintendent” means the Michigan Superintendent of Public Instruction.

- (ee) “Terms and Conditions” means this document entitled “Terms and Conditions of Contract, Dated July 1, 2018, Issued by the Bay Mills Community College Board of Regents to David Ellis Academy West Confirming the Status of David Ellis Academy West as a Michigan Public School Academy.”

Section 1.2. Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3. Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4. Statutory Definitions. Statutory terms defined in Part 6A of the Code shall have the same meaning in this Contract.

Section 1.5. Schedules. All Schedules to this Contract are incorporated into, and made part of, this Contract.

Section 1.6. Application. The Application submitted to the College Board for the establishment of the Academy is incorporated into, and made part of, this Contract. Portions of the Applicant’s Application have been incorporated into this Contract. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

Section 1.7. Conflicting Contract Provisions. In the event that there is a conflict between language contained in the provisions of this Contract, the Contract shall be interpreted as follows: (i) the Resolution shall control over any other conflicting language in the Contract; (ii) the Authorizing Resolution shall control over any other conflicting language in the Contract with the exception of language in the Resolution; (iii) the Terms and Conditions shall control over any other conflicting language in the Contract with the exception of language in the Resolution and the Authorizing Resolution; and (iv) the Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Resolution, Authorizing Resolution and these Terms and Conditions.

ARTICLE II

RELATIONSHIP BETWEEN THE ACADEMY AND THE COLLEGE BOARD

Section 2.1. Independent Status of Bay Mills Community College. The College Board is an authorizing body as defined by the Code. In approving this Contract, the College Board voluntarily exercises additional powers given to the College Board under the Code. Nothing in this Contract shall be deemed to be any waiver of the College Board’s autonomy or powers and the Academy shall not be deemed to be a part of the College Board or the College. If applicable, the College Board has provided to the State School Reform/Redesign Officer the accreditation notice required under Section 502 of the Code, MCL 380.502.

Section 2.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. The Academy is organized and shall operate as a public school academy and a nonprofit corporation. The Academy is not a division or part of the College Board or the College. The relationship between the Academy and the College Board is based solely on the applicable provisions of the Code and the terms of this Contract or other agreements between the College Board and the Academy, if applicable.

Section 2.3. Financial Obligations of the Academy Are Separate From the State of Michigan, College Board and the College. Any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the College Board, or the College. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the College Board or the College shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.4. Academy Has No Power To Obligate or Bind State of Michigan, the College Board or the College. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, College Board or the College, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, College Board or the College in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

ARTICLE III

ROLE OF THE COLLEGE BOARD AS AUTHORIZING BODY

Section 3.1. College Board Resolutions. The College Board has adopted the Resolution providing for the method of selection, length of term, number of Directors and the qualification of Directors. The College Board has adopted the Authorizing Resolution which approves the issuance of this Contract. The Resolution and the Authorizing Resolution are hereby incorporated into this Contract as Exhibit A. At any time and at its sole discretion, the College Board may amend the Resolution. Upon College Board approval, changes to the Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

Section 3.2. College Board as Fiscal Agent for the Academy. The College Board is the fiscal agent for the Academy. As fiscal agent, the College Board assumes no responsibility for the financial condition of the Academy. The College Board is not liable for any debt or liability incurred by or on behalf of the Academy, or for any expenditure approved by or on behalf of the Academy Board. Except as provided in the Oversight Agreement and Article X of these Terms and Conditions, the College Board shall promptly, within five (5) business days of receipt, forward to the Academy all state school aid funds or other public or private funds received by the College Board for the benefit of the Academy. The responsibilities of the

College Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 3.

Section 3.3. Oversight Responsibilities of the College Board. The College Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The responsibilities of the Academy and the College Board are set forth in the Oversight Agreement executed by the parties and incorporated herein as Schedule 4.

Section 3.4. Reimbursement of College Board Expenses. The Academy shall pay the College Board an administrative fee to reimburse the College Board for the expenses associated with the execution of its authorizing body and oversight responsibilities. The terms and conditions of the administrative fee are set forth in Schedule 4.

Section 3.5. College Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the College Board. The Academy shall submit a written request to the College Board describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. Provided the Academy Board submits the written request at least sixty (60) days before the College Board's next regular meeting, the College Board shall vote on whether to give express written permission for the acquisition at its next regular meeting.

Section 3.6. Authorization of Employment. The College Board authorizes the Academy to employ or contract directly with personnel according to the position information outlined in Schedule 5. However, the Academy Board shall prohibit any individual from being employed by the Academy, an Educational Service Provider or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. Additionally, the Academy Board shall require each individual who works at the Academy to disclose to the Academy Board any other public school or educational service provider at which that individual works or to which that individual provides services. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the College for any purpose. With respect to Academy employees, the Academy shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees. The Academy shall ensure that the term or length of any employment contract or consultant agreement does not extend beyond the term of this Contract and shall terminate in the event this Contract is revoked or terminated. In no event may an Academy employee's employment contract term, inclusive of automatic renewals, extend beyond the term of this Contract.

Section 3.7. Code Requirements for College Board to Act as Authorizing Body. The College Board has complied with the requirements of Section 1475 of the Code, MCL 380.1475, and will continue to comply with the Code during the term of this Contract.

Section 3.8. College Board Subject to Open Meetings Act. As required by Section 1475 of the Code, MCL 380.1475, College Board meetings conducted for the purpose of carrying out or administering any authorizing body function shall be administered in accordance with the Open Meetings Act, MCL 15.261 et seq.

Section 3.9. College Board Authorizing Body Activities Subject to Freedom of Information Act. As required by Section 1475 of the Code, MCL 380.1475, all authorizing body functions performed by the College Board shall be subject to public disclosure in accordance with the Freedom of Information Act, MCL 15.231 et seq.

Section 3.10. College Board Review of Certain Financing Transactions. In the event that the Academy desires to finance the acquisition, by lease, purchase, or other means, of facilities or equipment, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., then Academy shall obtain prior review for such financing from the College Board. The Academy shall submit a written request to the College Board describing the proposed financing transaction, and the facilities or equipment to be acquired with the proceeds thereof. Provided the Academy submits the written request at least sixty (60) days before the College Board's next regular meeting, the College Board shall vote on whether to disapprove the proposed financing transaction at the next meeting. If the proposed transaction is not disapproved, the College Board may still condition the decision not to disapprove on compliance by the Academy and any lender, lessor, seller or other party with such terms as the College Board deems appropriate under the circumstances. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into by the Academy if the proposed transaction is disapproved by the College Board. By not disapproving a proposed transaction, the College Board is in no way giving approval of the proposed transaction, or representing that the Academy has the ability to meet or satisfy any of the terms or conditions thereof.

Section 3.11. Authorizing Body Contract Authorization Process. Pursuant to the Code, the College Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract term set forth in Section 12.9 without any further action of either the Academy or the College Board. The Academy shall seek a new contract by making a formal request to the College Board in writing at least two years prior to the end of the Contract term. The College Board shall provide to the Academy a description of the timeline and process by which the Academy may be considered for issuance of a new contract. The timeline and process for consideration of whether to issue a new contract to the Academy shall be solely determined by the College Board. The standards for the issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the College Board as the most important factor of whether to issue or not issue a new contract. The College Board, at its own discretion, may change its timeline and process for issuance of a new contract at any time, and any such changes shall take effect automatically without the need for any amendment to the

Contract. Consistent with the Code, the College Board may elect, at its sole discretion, not to consider the issuance of a contract, consider reauthorization of the Academy and elect not to issue a contract, or consider reauthorization of the Academy and issue a contract for a fixed term.

Section 3.12. College Board's Invitation to Academy to Apply For Conversion to Schools of Excellence. If the College Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6E of the Code, and the College Board determines that the Academy meets the College Board's and the Code's eligibility criteria for applying to convert the Academy to a School of Excellence, then the College Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a school of excellence. In accordance with the Code, the College Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

ARTICLE IV

REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY

Section 4.1. Limitation on Actions in Performance of Governmental Functions. The Academy shall act exclusively as a governmental entity and shall not undertake any action inconsistent with its status as a body corporate authorized to receive state school aid funds pursuant to Section 11 of Article IX of the State Constitution of 1963.

Section 4.2. Other Permitted Activities. Consistent with the provisions of this Contract, the Academy is permitted to engage in lawful activities that are not in derogation of the Academy's mission and status of operating a public school academy or that would not jeopardize the eligibility of the Academy for state school aid funds.

Section 4.3. Academy Board Members Serve In Their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Resolution or Schedule 2: Bylaws. As set forth in the Resolution, a Director serves at the pleasure of the College Board, and may be removed with or without cause by the College Board at any time.

Section 4.4. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

- (a) An individual simultaneously serving as an Academy Board member and as an owner, officer, director, employee or consultant of or independent contractor to an Educational Service Provider or an employee leasing company, or a subcontractor to an Educational Service Provider or an employee leasing company that has an ESP agreement with the Academy;
- (b) An individual simultaneously serving as an Academy Board member and an Academy employee;
- (c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;
- (d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school; and
- (e) An individual simultaneously serving as an Academy Board member and a College official, employee, or paid consultant, as a representative of the College.
- (f) An individual simultaneously serving as an Academy Board member and having an ownership or financial interest in any school building leased or subleased to the Academy.

Section 4.5. Prohibition of Identified Family Relationships. The Academy Board shall prohibit specifically identified family relationships pursuant to Applicable Law and the Terms and Conditions of this Contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

- (a) No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner:
 - (i) Is employed by the Academy;
 - (ii) Works at or is assigned to the Academy;
 - (iii) Has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's ESP or employee leasing company; or
 - (iv) Has an ownership or financial interest in any school building lease or sublease agreement with the Academy.
- (b) The Academy Board shall require each individual who works at the Academy to annually disclose any familial relationship with any other individual who works at, or provides services to, the Academy. For purposes of this sub-section, familial relationship means a person's

mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner.

Section 4.6. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 4.7. Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign and file the constitutional oath of office with the Charter Schools Office.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1. Nonprofit Corporation. The Academy shall be organized and operated as a public school academy corporation organized under the Michigan Nonprofit Corporation Act, as amended, Act No. 162 of the Public Acts of 1982, being Sections 450.2101 to 450.3192 of the Michigan Compiled Laws. Notwithstanding any provision of the Michigan Nonprofit Corporation Act, as amended, the Academy shall not take any action inconsistent with the provisions of Part 6A of the Code or other Applicable Law.

Section 5.2. Articles of Incorporation. The Articles of Incorporation of the Academy, as set forth in Schedule 1, shall be the Articles of Incorporation of the Academy. Any subsequent amendments to the Academy's Articles of Incorporation shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.3. Bylaws. The Bylaws of the Academy, as set forth in Schedule 2, shall be the Bylaws of the Academy. Any subsequent amendments to the Academy's Bylaws shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.4. Quorum. Notwithstanding any document in the Contract that is inconsistent with this Section, including the Academy's Articles of Incorporation and Bylaws, a quorum of the Academy Board that is necessary to transact business and to take action shall be a majority of the Academy Board members as set by the Authorizing Resolution.

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the Governance Structure as set forth in Schedule 7a. The Academy shall have four officers: President, Vice-President, Secretary and Treasurer. The officer positions shall be filled by persons who are members of the Academy Board. A description of their duties is included in Schedule 2.

Section 6.2. Educational Goals. The Academy shall pursue the educational goals identified in Schedule 7b. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils.

Section 6.3. Educational Programs. The Academy shall deliver the educational programs identified in Schedule 7c.

Section 6.4. Curriculum. The Academy shall implement and follow the curriculum identified in Schedule 7d.

Section 6.5. Method of Pupil Assessment. The Academy shall evaluate pupils' work based on the assessment strategies identified in Schedule 7e. To the extent applicable, pupil performance at the Academy shall be assessed using both the mathematics and reading portions of the Michigan Student Test of Educational Progress ("M-STEP") or the Michigan Merit Examination ("MME") designated under the Code. The Academy shall provide the Charter Schools Office with copies of reports, assessments and test results concerning the following:

- (a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the Charter Schools Office;
- (b) an assessment of student performances at the end of each academic school year or at such other times as the College Board may reasonably request;
- (c) an annual education report in accordance with the Code;
- (d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration, or a program of testing approved by the Charter Schools Office; and
- (e) all tests required under Applicable Law.

Section 6.6. Application and Enrollment of Students. The Academy shall comply with the application and enrollment policies identified in Schedule 7f. With respect to the Academy's pupil admissions process, the Academy shall provide any documentation or information requested by the Charter Schools Office that demonstrates the following:

- (a) The Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and
- (b) The Academy's open enrollment period was for a duration of at least 2 weeks and permitted the enrollment of pupils at times in the evening and on weekends.

Section 6.7. School Calendar and School Day Schedule. The Academy shall comply with the school calendar and school day schedule guidelines as set forth in Schedule 7g.

Section 6.8. Age or Grade Range of Pupils. The Academy shall comply with the age and grade ranges as stated in Schedule 7h.

Section 6.9. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 6.10. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles and accounting system requirements that comply with the Code, this Contract, the State School Aid Act of 1979, as amended, and applicable State Board of Education and Department of Education rules.

Section 6.11. Annual Financial Statement Audit. The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. In accordance with timeframes set forth in the Master Calendar, the Academy shall submit one (1) copy of the annual financial statement audit, auditor's management letters and any responses to auditor's management letters to the Charter Schools Office.

Section 6.12. Address and Description of Physical Plant; Process for Expanding Academy's Site Operations. The address and description of the physical plant for the Academy is set forth in Schedule 6. With the approval of the College Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 6 are under the direction and control of the Academy Board.

The College Board's process for evaluating and approving the same configuration of age or grade levels at more than one (1) site is as follows:

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the CSO a contract amendment, in a form and manner determined by the CSO. The contract amendment shall include all information requested by the CSO, including detailed information about the site, the Academy's proposed operations at the site and the information provided in Contract Schedules 4, 5, 6 and 7. Upon receipt of a complete contract amendment, the CSO Director shall review the contract amendment and make a recommendation to the College Board on whether the Academy's request for site expansion should be approved. A positive recommendation by the CSO Director of the contract amendment shall include a determination by the CSO Director that the Academy is operating in compliance with the Contract and is making measureable progress toward meeting the Academy's educational goals. The College Board may consider the Academy Board's site expansion request contract amendment following submission by the CSO Director of a positive recommendation. If the College Board approves the Academy Board's site expansion request contract amendment, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The College Board reserves the right to modify, reject or approve any site expansion request contract amendment in its sole and absolute discretion.

Section 6.13. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the College or the College Board.

Section 6.14. Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.15. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The Academy shall perform the compliance certification duties required by the College Board and outlined in the Oversight Agreement set forth as Schedule 4. In addition to the College Board's oversight responsibilities and other reporting requirements set forth in this Contract, the Academy's compliance certification duties shall serve as the method for monitoring the Academy's compliance with Applicable Law and its performance in meeting its educational goals.

Section 6.16. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the Charter Schools Office for review. Any matriculation agreement entered into by the Academy shall be incorporated into Schedule 7 by contract amendment pursuant to Article IX of these Terms and Conditions. Until the matriculation agreement is incorporated into the Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

Section 6.17. Postings of Accreditation Status. The Academy shall post notices to the Academy's homepage of its website disclosing the accreditation status of each school as required by the Code.

Section 6.18. Academy Site Is Former Site of Closed Community District School; State School Reform/Redesign Officer Approval Required. If the Academy's proposed site is located within the geographical boundaries of a Community District and is a site that was a former site of a Community District school closed by the State School Reform/Redesign Office within the last 3 school years, then the College Board shall not issue the Contract unless (a) the new Academy site has a substantially different leadership structure and curricular offering than the previous Community District school that operated at the site; and (b) the State School Reform/Redesign Officer has approved the Academy's use of the site. A copy of the State School Reform/Redesign Officer's approval shall be provided to the Charter Schools Office as part of the Application process.

Section 6.19. Section 6.19. New Public School Academies Located Within The Boundaries of A Community District. If the circumstances listed below in (a) and (b) or (c) apply to the Academy's site, the Academy represents to the College Board, intending that the College Board rely on such representation as a precondition to issuing this Contract, that the Academy will have a substantially different governance, leadership and curriculum than the public school previously operating at the site:

(a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under Section 1280c(1), MCL 380.1280c(1), of the public schools in this State that the State School Reform/ Redesign Office has determined to be among the lowest achieving 5% of all public schools; or (ii) has been on the list during the immediately preceding 3 school years.

(b) If an Accountability Plan has been in effect for at least 3 full school years, the Academy's proposed site is at the same location as a public school that has been assigned a grade of "F" under the Accountability Plan for 3 of the preceding 5 school years; or

(c) The Academy's proposed site is the same location of another public school academy, urban high school academy, school of excellence or strict discipline academy whose contract was revoked or terminated by an authorizing body.

Section 6.20. Community District Accountability Plan. If any part of the Academy's proposed site is located within the geographical boundaries of a Community District, then the Academy shall comply with the Accountability Plan. This provision shall not apply if a statewide accountability system is enacted into law replacing the Accountability Plan.

ARTICLE VII

TUITION PROHIBITED

Section 7.1. Tuition Prohibited; Fees and Expenses. The Academy shall not charge tuition. The Academy may impose fees and require payment of expenses for activities of the Academy where such fees and payments are not prohibited by law.

ARTICLE VIII

COMPLIANCE WITH APPLICABLE LAWS

Section 8.1. Compliance with Applicable Law. The Academy shall comply with all applicable state and federal laws, including, but not limited to, to the extent applicable, the Code, the State School Aid Act of 1979, the Open Meetings Act, the Freedom of Information Act ("FOIA"), the Public Employees Relation Act, the Prevailing Wage on State Contracts statute, the Uniform Budgeting and Accounting Act, the Revised Municipal Finance Act of 2001, the Elliott-Larsen Civil Rights Act, , the Michigan Handicappers' Civil Rights Act, , and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 et seq. or any successor law. Additionally, the Academy shall comply with other state and federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state or federal law to the Academy.

ARTICLE IX

AMENDMENT

Section 9.1. Amendments. The College Board and the Academy acknowledge that the operation and administration of a public school academy and the improvement of educational

outcomes over time will require amendment of this Contract. In order to assure a proper balance between the need for independent development of the Academy and the statutory responsibilities of the College Board as an authorizing body, the parties have established a flexible process for amending this Contract.

Section 9.2. Process for Amendment Initiated by the Academy. The Academy, by a majority vote of its Board of Directors, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The proposal will be made to the College Board through its designee. Except as provided in Section 6.12 of these Terms and Conditions, the College Board delegates to the CSO Director the review and approval of changes or amendments to this Contract. In the event that a proposed change is not accepted by the CSO Director, the College Board shall consider and vote upon a change proposed by the Academy following an opportunity for a presentation to the College Board by the Academy.

Section 9.3. Process for Amendment Initiated by the College Board. The College Board, or an authorized designee, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The College Board delegates to the CSO Director the review and approval of changes or amendments to this Contract. The Academy Board may delegate to an officer of the Academy the review and negotiation of changes or amendments to this Contract. The Contract shall be amended as requested by the College Board upon a majority vote of the Academy Board.

Section 9.4. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the College Board or the CSO Director. If the proposed amendment conflicts with any of the College Board's general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy and the College Board.

Section 9.5. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends rights, the responsibilities or obligations of either the Academy or the College Board, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the responsibilities and obligations of the Academy and the College Board shall conform to and be carried out in accordance with the change in Applicable Law.

Section 9.6. Emergency Action on Behalf of College Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the College Board. An emergency situation shall be deemed to occur if the Charter Schools Office Director, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the College Board. Upon the determination that an emergency situation exists, the Charter Schools Office Director may temporarily take action on behalf of the College Board with regard to the Academy or the Contract, so long as such action is in the best interest of the College Board and the Charter Schools Office Director consults with the College Board Chairperson or the College President prior to taking the intended actions. When acting during an emergency situation, the Charter Schools Office Director shall have the authority to act

in place of the College Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the College Board; or (b) the next meeting of the College Board. The Charter Schools Office Director shall immediately report such action to the College Board for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the College Board, becomes permanent.

ARTICLE X

CONTRACT TERMINATION, SUSPENSION, AND REVOCATION

Section 10.1. Statutory Grounds for Revocation. In addition to the other grounds for revocation in Section 10.2 and the automatic revocation in Section 10.3 of these Terms and Conditions, the College Board may revoke this Contract, pursuant to the procedures set forth in Section 10.7, upon a determination that one or more of the following has occurred:

- (a) Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals and related measures set forth in this Contract;
- (b) Failure of the Academy to comply with all Applicable Law;
- (c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or
- (d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.2. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.1 and the grounds for an automatic revocation set forth in Section 10.3, the College Board may revoke this Contract, pursuant to the procedures set forth in Section 10.7, upon a determination that one or more of the following has occurred:

- (a) The Academy fails to achieve or demonstrate measurable progress toward achieving the educational goals and related measures identified in this Contract;
- (b) The Academy fails to properly implement, consistently deliver, and support the educational programs or curriculum identified in this Contract;
- (c) The Academy is insolvent, has been adjudged bankrupt, or has operated for two or more school fiscal years with a fund balance deficit;
- (d) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;

(e) The Academy fails to fulfill the compliance and reporting requirements or defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract or, during the term of this Contract, it is discovered by the Charter Schools Office that the Academy failed to fulfill the compliance and reporting requirements or there was a violation of a prior Contract issued by the College Board;

(f) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the Charter Schools Office's approval;

(g) The Charter Schools Office discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract; or

(h) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the Charter Schools Office in connection with the College Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.

Section 10.3. Automatic Amendment Of Contract; Automatic Termination of Contract If All Academy Sites Closed Or Placed In State School Reform/Redesign District; Economic Hardship Termination.

Except as otherwise provided in this Section 10.3, if the College Board is notified by the State School Reform/Redesign Officer that either (i) an Academy site is subject to closure under section 507 of the Code, MCL 380.507 ("State's Automatic Closure Notice"), or (ii) an Academy site is being placed in the State School Reform/Redesign District ("State's Reform District Notice") pursuant to section 1280c(6) of the Code, MCL 380.1280c(6), then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice or the State's Reform District Notice. If the State's Automatic Closure Notice or State's Reform District Notice includes all of the Academy's existing sites, then this Contract shall automatically be terminated at the end of the current school year in which either the State's Automatic Closure Notice or the State's Reform District Notice is received without any further action of the College Board or the Academy.

If the Charter Schools Office Director determines, in his or her discretion, that either the closure of one or more sites, or the placement of one or more sites in the State School Reform/Redesign District, creates a significant economic hardship for the Academy as a going concern, then the Charter Schools Office Director may recommend to the College Board that the Contract be terminated at the end of the current school year (hereinafter "Economic Hardship Termination"). If the College Board approves the Economic Hardship Termination

recommendation, then this Contract shall terminate at the end of the current school year without any further action of the parties. The College Board's revocation procedures set forth in Section 10.7(c) do not apply to an automatic termination initiated by the State's Automatic Closure Notice, the State's Reform District Notice, or an Economic Hardship Termination under this Section 10.3.

Following receipt of the State's Automatic Closure Notice or the State's Reform District Notice, the Charter Schools Office shall forward a copy of the notice to the Academy Board and may request a meeting with the Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in that notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Closure Notice or the State's Reform District Notice, including the granting of any hardship exemption rescinding the State's Automatic Closure Notice, shall be directed to the State School Reform/Redesign Officer, in a form and manner determined by the State School Reform/Redesign Office or the Michigan Department of Technology Management and Budget.

If the State School Reform/Redesign Officer rescinds the State's Automatic Closure Notice or the State's Reform District Notice for an Academy site or sites, the Academy is not required to close the identified site(s), but shall present to the Charter Schools Office a proposed Contract amendment incorporating the State School Reform/Redesign Officer's school improvement plan, if applicable, for the identified site(s).

Section 10.4. Material Breach of Contract; Termination of Contract By College Board Caused By State School Reform/Redesign Officer Order. If the College Board receives notice that (i) an order has been issued by the State School Reform/Redesign Officer under Section 1280c(2) of the Code, MCL 380.1280c(2), placing an Academy site or sites under the supervision of the State School Reform/Redesign Officer; or (ii) an order is issued by the State School Reform/Redesign Officer appointing a Chief Executive Officer to take control of an Academy site or sites pursuant to Section 1280c(7) of the Code, MCL 380.1280c(7), the Charter Schools Office Director may, at his or her discretion, deem such actions a material breach of this Contract. If the Charter Schools Office Director determines that the issuance of such an order constitutes a material breach of this Contract, the Charter Schools Office Director shall notify the Academy of the material breach and request a meeting with Academy Board representatives to discuss the matter. To remedy the material breach, the Academy shall work toward the development of a corrective action plan within thirty (30) days that is acceptable to the Charter Schools Office Director. In addition to other matters, the corrective action plan shall include the Academy's redesign plan, if applicable, prepared pursuant to section 1280c of the Code, MCL 380.1280c.

The development of a corrective action plan under this Section 10.4 shall not in any way limit the rights of the College Board to revoke, terminate, or suspend this Contract. If the Charter Schools Office Director determines that the Academy is unable to develop a corrective action plan that can remedy the material breach and that is acceptable to the College, the Charter Schools Office Director shall recommend that the College Board terminate the Contract at the end of the current school year. If the College Board approves to terminate the Contract under

this Section 10.4, the Contract shall be terminated at the end of the current school year without any further action of either party. If this Contract is terminated pursuant to this Section 10.4, the termination and revocation procedures in Section 10.6 and Section 10.7 shall not apply.

Section 10.5. Grounds and Procedures for Academy Termination of Contract. The Academy Board, by majority vote of its Directors, may, at any time and for any reason, request termination of this Contract. The Academy Board's request for termination shall be made to the Charter Schools Office Director not less than six (6) calendar months in advance of the Academy's proposed effective date of termination. Upon receipt of an Academy request for termination, the Charter Schools Office Director shall present the Academy Board's request for termination to the College Board. A copy of the Academy Board's resolution approving of the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the Academy Board's request for termination. Upon receipt of the Academy Board's request for termination, the College Board shall consider and vote on the proposed termination request. The College Board may, in its sole discretion, waive the six (6) month advance notice requirement for terminating this Contract.

Section 10.6. Grounds and Procedures for College Termination of Contract. The College Board, in its sole discretion, reserves the right to terminate the Contract (i) for any reason or for no reason provided that such termination shall not take place less than six (6) months from the date of the College Board's action; or (ii) if there is a change in Applicable Law that the College Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the College Board to make changes in the Contract that are not in the best interest of the College Board or the College, then such termination shall take effect at the end of the current Academy fiscal year. Following College Board approval, the Charter Schools Office Director shall provide notice of the termination to the Academy. If during the period between the College Board action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the Contract may be revoked or suspended sooner pursuant to this Article X. If this Contract is terminated pursuant to this Section 10.6, the revocation procedures in Section 10.7 shall not apply.

Section 10.7. College Board Procedures for Revoking Contract. The College Board's process for revoking the Contract is as follows:

(a) Notice of Intent to Revoke. The Charter Schools Office Director, upon reasonable belief that grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.

(b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the Charter Schools Office Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the

Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the Charter Schools Office Director prior to a review of the Academy Board's response.

(c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, the Charter Schools Office Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the Charter Schools Office Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the Charter Schools Office Director shall develop a plan for correcting the non-compliance ("Plan of Correction") which may include reconstitution pursuant to 10.7(d) of these Terms and Conditions. In developing a Plan of Correction, the Charter Schools Office Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be closed if the Charter Schools Office Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction.

(d) College Board's Contract Reconstitution Provision. The Charter Schools Office Director may reconstitute the Academy in an effort to improve student educational performance or to avoid interruption of the educational process. Reconstitution may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board; (ii) termination of at-will board appointments of 1 or more Academy Board members in accordance with the Resolution; (iii) withdrawing approval of a contract under Section 506 of the Code; or (iv) the appointment of a new Academy Board of Directors or a conservator/trustee to take over operations of the Academy.

Except as otherwise provided in this subsection, reconstitution of the Academy does not restrict the State School Reform/Redesign Officer from issuing an order under section 507 of the Code, MCL 380.507, directing the automatic closure of the Academy's site(s). If, however, the Academy is located within the boundaries of a Community District and an Accountability Plan is in place, the Charter Schools Office shall notify the State School Reform/Redesign Officer that the Plan of Correction includes a reconstitution of the Academy to ensure that the Academy is not subject to automatic closure by the State School Reform/Redesign Officer under section 507 of the Code, MCL 380.507.

(c) Request for Revocation Hearing. The Charter Schools Office Director may initiate a revocation hearing before the College Charter Schools Hearing Panel if the Charter Schools Office Director determines that any of the following has occurred:

- (i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.7(b);

(ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;

(iii) the Academy Board's response admits violations of the Contract or Applicable Law which the Charter Schools Office Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the Charter Schools Office Director determines that a Plan of Correction cannot be formulated;

(iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;

(v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.7(c);

(vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or

(vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The Charter Schools Office Director shall send a copy of the request for revocation hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The request for revocation shall identify the reasons for revoking the Contract.

(f) Hearing before the College Charter Schools Hearing Panel. Within thirty (30) days of receipt of a request for revocation hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the notice of hearing to the Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the Charter Schools Office Director's request for Contract revocation, and to make a recommendation to the College Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the Charter Schools Office Director and shall not last more than three hours. The hearing shall be transcribed and the cost shall be divided equally between the College and the Academy. The Charter Schools Office Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel may, however, question the Charter Schools Office Director and the Academy Board. Within thirty (30) days of the revocation hearing, the Hearing Panel shall make a recommendation to the College Board concerning the revocation of the Contract. For good cause, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the College Board.

(g) College Board Decision. If the Hearing Panel's recommendation is submitted to the College Board at least fourteen (14) days before the College Board's next regular meeting, the College Board shall consider the Hearing Panel's recommendation at its next regular meeting

and vote on whether to revoke the Contract. The College Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The College Board shall have available to it copies of the Hearing Panel's recommendation and the transcript from the hearing. The College Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the College Board's decision shall be provided to the Charter Schools Office, the Academy Board and the Michigan Department of Education.

(h) Effective Date of Revocation. If the College Board votes to revoke the Contract, the revocation shall be effective on the date of the College Board's act of revocation, or at a later date as determined by the College Board.

(i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the College Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the College Board to revoke the Contract, may be withheld by the College Board or returned to the Michigan Department of Treasury upon request.

Section 10.8. Contract Suspension. The College Board's process for suspending the Contract is as follows:

(a) The Charter Schools Office Director Action. If the Charter Schools Office Director determines, in his or her sole discretion, that certain conditions or circumstances exist such that the Academy Board:

- (i) has placed staff or students at risk;
- (ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property;
- (iii) has lost its right to occupancy of the physical facilities described in Schedule 6, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities;
- (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6;
- (v) has willfully or intentionally violated this Contract or Applicable Law; or
- (vi) has violated Section 10.2(g) or (h), then the Charter Schools Office Director may immediately suspend the Contract, pending completion of the procedures set forth in Section 10.7. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.7 shall be expedited as much as possible.

(b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the College Board after a decision by the Charter Schools Office Director to suspend the Contract, shall be retained by the College Board

for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury upon the State's request.

(c) Immediate Revocation Proceeding. If the Academy Board, after receiving a notice of Contract suspension from the Charter Schools Office Director, continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a revocation hearing in accordance with the procedures set forth in section 10.7(e) of this Contract. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The College Board shall proceed to consider the Hearing Panel's recommendation in accordance with Sections 10.7(f) through (h).

Section 10.9. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Chippewa County, Michigan, the Michigan Court of Claims or the Federal District Court for the Western District of Michigan. The parties hereby irrevocably accept for themselves and in respect of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.9. This Section 10.9 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.3 of these Terms and Conditions.

Section 10.10. Appointment of Conservator/Trustee. Notwithstanding any other provision of the Contract, in the event that the College President, in his or her sole discretion, determines that the health, safety and welfare of Academy students, property or funds are at risk, the College President, after consulting with the College Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all the powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The College President shall appoint the Conservator for a definite term which may be extended in writing at his or her discretion. During the appointment, the Academy Board members and their terms in office are suspended and all powers of the Academy Board are suspended. All appointments made under this section must be presented to the College Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers:

(a) take into his or her possession all Academy property and records, including financial, Academy Board, employment and student records;

(b) institute and defend actions by or on behalf of the Academy;

(c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of loans. However, the power shall be subject to any provisions and restrictions in any existing credit documents;

(d) hire, fire and discipline employees of the Academy;

(e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority;

(f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate or settle such agreements as needed; and

(g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under this Contract or Applicable Law.

Section 10.11. Academy Dissolution Account. If the College Board terminates, revokes or fails to issue a new Contract to the Academy, the CSO Director shall notify the Academy that, beginning thirty (30) days after notification of the College Board's decision, the College Board shall direct up to \$10,000 from each subsequent State School Aid Fund payment, not to exceed a combined total of \$30,000, to a separate Academy account ("Academy Dissolution Account") to be used exclusively to pay the costs associated with the wind up and dissolution responsibilities of the Academy. Within five (5) business days of the CSO Director's notice, the Academy Board Treasurer shall provide the CSO Director, in a form and manner determined by the CSO, with account detail information and authorization to direct such funds to the Academy Dissolution Account. The Academy Dissolution Account shall be under the sole care, custody and control of the Academy Board, and such funds shall not be used by the Academy to pay any other Academy debt or obligation until such time as all the wind-up and dissolution expenses have been satisfied.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan. The Academy agrees to comply with all of the following:

- (a) The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 et seq. Within ten (10) days after adoption by the Academy Board (but not later than July 1st) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions

and amendments to the annual budget. Within 10 days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.

- (b) Unless exempted from transmitting under section 1219 of the Code, MCL 380.1219, the Academy, on or before July 7th of each school fiscal year, shall transmit to the Center for Educational Performance and Information ("CEPI") the budgetary assumptions used when adopting its annual budget pursuant to the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- (c) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the Academy has an existing deficit fund balance, incurs a deficit fund balance in the most recently completed school fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:
 - (i) The Academy shall notify the Superintendent and the State Treasurer immediately upon the occurrence of the circumstance, and provide a copy of the notice to the Charter Schools Office.
 - (ii) Within 30 days after making notification under subdivision (c)(i), the Academy shall submit to the Superintendent in the form and manner prescribed by the Department an amended budget for the current school fiscal year and a deficit elimination plan approved by the Academy Board, with a copy to the State Treasurer. The Academy shall transmit a copy of the amended budget and the deficit elimination plan to the Charter Schools Office.
 - (iii) After the Superintendent approves Academy's deficit elimination plan, the Academy shall post the deficit elimination plan on the Academy's website.
- (d) If the Academy is required by the State Treasurer to submit an enhanced deficit elimination plan under section 1220 of the Code, MCL 380.1220, the Academy shall do all of the following:
 - (i) The enhanced deficit elimination plan shall be approved by the Academy Board before submission.
 - (ii) After the State Treasurer approves an enhanced deficit elimination plan for the Academy, the Academy shall post the enhanced deficit elimination plan on the Academy's website.

- (iii) As required, submit to the Superintendent and State Treasurer an enhanced monthly monitoring reports in a form and manner prescribed by the State Treasurer and post such monthly reports on the Academy's website.

Section 11.2. Insurance. The Academy Board shall secure and maintain in its own name as the "first named insured" at all times the following insurance coverages required by the Michigan Universities Self-Insurance Corporation ("M.U.S.I.C.") for public school academies authorized by university board authorizing bodies:

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS

for Public School Academies (PSA), Strict Discipline Academies (SDA) Urban High Schools (UHS) & Schools of Excellence (SOE)

NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better

EFFECTIVE DATE: 07/01/12 -- MUSIC Board Approval Date: 12/15/2011

COVERAGE	REQUIREMENTS
General or Public Liability (GL)	Must be Occurrence form
	Must include Sexual Abuse & Molestation coverage which can be Occurrence or Claims Made. If this coverage is Claims Made the Retroactive Date must be the same or before date of original College PSA/SDA/UHS/SOE contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.
	Must include Corporal Punishment coverage.
	\$1,000,000 per occurrence & \$2,000,000 aggregate.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	College must be included as an Additional Insured with Primary and Non-Contributory Coverage.
	NOTE: SDA must also have Security/Police Professional Liability coverage with MINIMUM of \$1,000,000 limit which can be Occurrence or Claims Made. If this coverage is Claims Made, and the SDA goes out of business, the SDA needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the SDA.
COVERAGE	REQUIREMENTS
Errors & Omissions (E&O)	Must include Employment Practices Liability.
	Must include Corporal Punishment coverage.
	Must include Sexual Abuse & Molestation coverage.
	Must include Directors' & Officers' coverage.
	Must include School Leaders' E&O.

Can be Claims Made or Occurrence form.

If Claims Made, retroactive date must be the same or before date of original College - PSA/SDA/UHS/SOE Charter Contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.

\$1,000,000 per occurrence & \$3,000,000 aggregate.

In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.

College must be included as an Additional Insured with Primary and Non-Contributory Coverage.

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS

for Public School Academies (PSA), Strict Discipline Academies (SDA) Urban High Schools (UHS) & Schools of Excellence (SOE)

NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better

COVERAGE	REQUIREMENTS
Automobile Liability (AL) for Owned and -Owned Autos	<p>\$1,000,000 per accident.</p> <p>In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.</p> <p>College must be included as Additional Insured with Primary and Non-Contributory Coverage.</p>
See Umbrella section for higher limit	Higher limits are required if PSA/SDA/UHS/SOE has its own buses.
COVERAGE	REQUIREMENTS
Workers' Compensation	<p>Must be Occurrence form.</p> <p>Statutory Limits with \$1,000,000 Employers Liability Limits.</p>
Requirement for PSA/SDA/UHS/SOE when leasing employees from Educational Service Provider (ESP) or Management Firm (MF)	NOTE: Must have Alternate Employer Endorsement from ESP/MF. Schedule PSA/SDA/UHS/SOE location on the ESP/MF Contract.
	NOTE: If PSA/SDA/UHS/SOE is leasing employees from ESP/MF and the PSA/SDA/UHS/SOE name does not have payroll, PSA/SDA/UHS/SOE still must carry Workers' Compensation coverage including Employers' Liability
COVERAGE	REQUIREMENTS
Crime	<p>Must include Employee Dishonesty coverage.</p> <p>Must include third party coverage.</p> <p>\$500,000 limit.</p>
COVERAGE	REQUIREMENTS

rella	Can be Claims Made or Occurrence form. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.
	Umbrella is acceptable with a \$4,000,000 limit and aggregate. Also, an Umbrella policy with an unlimited aggregate is acceptable at a \$2,000,000
	If PSA/SDA/UHS/SOE has its own buses AND/OR has more than 1,000 students, must have MINIMUM \$5,000,000 per occurrence.
	If PSA/SDA/UHS/SOE purchases additional Umbrella limits to meet the \$1,000,000/\$3,000,000 for E&O then they must be in addition to the required Umbrella limit.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	College must be included as Additional Insured with Primary and Non-Contributory Coverage.
	All coverages have to be included in the Umbrella that are in General Liability, Automobile and E&O.

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS

for Public School Academies (PSA), Strict Discipline Academies (SDA) Urban High Schools (UHS) & Schools of Excellence (SOE)

NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better

ADDITIONAL RECOMMENDATIONS

COVERAGE	RECOMMENDATION
Property	Limits to cover replacement for PSA/SDA/UHS/SOE's property exposures, including real and personal, owned or leased.
Cyber Risk Coverage	Cyber Liability addresses the first- and third-party risks regarding Internet business, the Internet, networks and other assets. Cyber Liability Insurance coverage offers protection for exposures from Internet hacking and notification requirements.
Automobile Physical Damage	Coverage for damage to the owned or used vehicle.

DISCLAIMER:

By requiring such minimum insurance, the College shall not be deemed or construed to have assessed the risks that may be applicable to every PSA/SDA/UHS/SOE's operation and related activities. Each PSA/SDA/UHS/SOE should assess its own risks and if it deems appropriate and/or prudent, maintain higher limits and/or broader coverage.

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The Academy may join with other public school academies to obtain insurance if the Academy Board finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as first named insured. The Academy shall list the College and the College Board on the insurance policies as an additional insured on insurance coverages listed in (b), (c) and (e) above.

The Academy shall have a provision included in all policies requiring notice to the College Board, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the Academy shall provide copies of all insurance policies required by this Contract on site for inspection by the College Board or its designee.

All insurance certificates must accurately reflect the coverage provided under the Academy's policy. Certificate must expressly list or state the coverage for each item specified in the Contract. Policy and corresponding certificates, should reflect an annual expiration date of June 30th to correspond with the Contract, unless a different date provides an economic advantage to the Academy, so long as such date does not create a gap in coverage at any time during the term of the Contract.

When changing insurance programs or carriers, the Academy must provide copies of the proposed policies to the College Board, or its designee, at least thirty (30) days prior to the proposed change. The Academy shall not cancel its existing coverage without the prior approval of the Charter Schools Office. In the event the Academy fails to purchase the insurance coverage required by this Section 11.2, the College Board may purchase on the Academy's behalf the insurance required under this Section 11.2 and subtract the total cost for placed insurance from the next state school aid payment received by the College Board for forwarding to the Academy.

The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimums may be required depending upon academic offerings and program requirements.

Furthermore, if the Academy utilizes an Educational Service Provider, the following insurance requirements apply:

COVERAGE	REQUIREMENTS
General or Public Liability (GL)	Must be Occurrence form
	Must include Sexual Abuse & Molestation coverage
	Must include Corporal Punishment coverage
	\$1,000,000 per occurrence & \$2,000,000 aggregate
	PSA must be included as First Named Insured
	College must be included as Additional Insured with Primary Coverage
	NOTE: Strict Disciplinary Academies must also have Security/Police Professional Liability coverage with MINIMUM of \$1,000,000 per occurrence
COVERAGE	REQUIREMENTS
Errors & Omissions (E&O)	Must include Employment Practices Liability
	Must include Directors' and Officers' coverage
	Must include School Leaders' E&O
	Can be Claims Made or Occurrence form

	If Claims Made, Retroactive Date must be the same or before date of original College-PSA contract
	\$1,000,000 per occurrence & \$3,000,000 aggregate
	PSA must be included as First Named Insured
	College must be included as Additional Insured with Primary Coverage
COVERAGE	REQUIREMENTS
Automobile Liability (AL) for Owned and Non-Owned Autos	\$1,000,000 per accident
	PSA must be included as First Named Insured
	College must be included as Additional Insured with Primary Coverage
	Higher limits may be required if PSA has its own buses
COVERAGE	REQUIREMENTS
Workers' Compensation	Must be Occurrence Form
	Statutory Limits
	NOTE: If PSA is leasing employees from ESP, ESP must have Employers' Liability with \$1,000,000 per occurrence AND Alternate Employer Endorsement naming PSA.
	PSA must be included as First Named Insured
COVERAGE	REQUIREMENTS
Crime	Must include Employee Dishonesty coverage
	Must be Occurrence form
	\$500,000 per occurrence
	PSA must be included as First Named Insured
COVERAGE	REQUIREMENTS
Umbrella	Can be Claims Made or Occurrence form
	\$2,000,000 per occurrence & \$4,000,000 aggregate
	If PSA has its own buses AND/OR has more than 1,000 students, must have MINIMUM \$5,000,000 per occurrence
	PSA must be included as First Named Insured
	College must be included as Additional Insured with Primary Coverage
ADDITIONAL RECOMMENDATIONS	
COVERAGE	REQUIREMENTS
Property	Limits to cover replacement for PSA's property exposures, including real and personal, owned or leased
COVERAGE	REQUIREMENTS
Performance Bond (or Letter of Credit with Indemnification)	\$1,000,000 per claim/aggregate

Insurance carrier(s) must have an AM Best Rating of "A - VII" or better.

The College's insurance carrier periodically reviews the types and amounts of insurance coverages that the Academy must secure in order for the College to maintain insurance coverage

for the authorization and oversight of the Academy. In the event that the College's insurance carrier requests additional changes in coverage identified in this Section 11.2, or M.U.S.I.C requires changes in coverage and amounts for public school academies authorized by university board public school academy authorizing bodies, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the College's insurance carrier or adopted by M.U.S.I.C. within thirty (30) days after notice of the insurance coverage change.

Section 11.3. Legal Liabilities and Covenant Against Suit. The Academy acknowledges and agrees that it has no authority to extend the full faith and credit of the College Board, the College or any other authorizing body, or to enter into a contract that would bind the College Board or the College. The Academy is also limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby covenants not to sue the College Board, the College, or any of its Regents, officers, employees, agents or representatives for any matters that arise under this Contract. The College Board and the College do not assume any obligation with respect to any Director, employee, agent, parent, guardian, student, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the College Board or the College, or any of its Regents, employees, agents, or independent contractors as a result of the issuing, overseeing, suspending, terminating or revoking of this Contract, or as a result of not issuing a new Contract at the end of the term of this Contract.

Section 11.4. Lease or Deed for Proposed Single Site. Prior to entering into any lease agreement for real property, the Academy shall provide to the Charter Schools Office copies of its lease or deed for the premises in which the Academy shall operate in a form and manner consistent with the Lease Policies, which are incorporated into and be deemed part of this Contract. A copy of the final executed Lease Agreement shall be included in this Contract under Schedule 6. The Charter Schools Office may, from time to time during the term of this Contract, amend the Lease Policies and such amended lease policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed lease agreement submitted by the Academy if the lease agreement is contrary to this Contract, the Lease Policies, or Applicable Law. Any subsequent amendment to a lease agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new lease agreement.

A copy of the Academy's amended lease or deed shall be incorporated into this Contract under Schedule 6. Any subsequent amendments to any Academy lease agreement shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 11.5. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that the Academy's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates for the Academy's physical facilities. The Academy Board shall not conduct classes until the Academy has complied with this Section 11.5. Copies of these certificates shall be incorporated into this Contract under Schedule 6.

Section 11.6. Criminal Background and History Checks; Disclosure of Unprofessional Conduct; Compliance with School Safety Initiative. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.6 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an ESP contracting with the Academy.

Section 11.7. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy. Upon receipt, the Academy shall notify the Charter Schools Office of any due process or state complaint filed against the Academy.

Section 11.8. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy. Only Academy Board members or designated Academy employees may be a signatory on any Academy bank account.

Section 11.9. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 166b of the State School Aid Act of 1979, as amended, MCL 388.1166b. Prior to providing instruction, the Academy Board shall ensure that the Academy has sufficient documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into this Contract as an amendment pursuant to Article IX of these Terms and Conditions.

Section 11.10. Required Provisions for ESP Agreements. Any Management Agreement with an ESP entered into by the Academy must contain the following provisions:

“Indemnification of Bay Mills Community College. The parties acknowledge and agree that the Bay Mills Community College Board of Regents, Bay Mills Community College and its respective members, officers, employees, agents or representatives (all collectively referred to as “Bay Mills Community College”) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify, defend, and hold harmless Bay Mills Community College against all claims, demands, actions, suits, causes of action, losses, judgments, damages, fines, penalties, demands, forfeitures, or any other liabilities or losses of any kind, including costs, attorney fees, and related expenses, imposed upon or incurred by Bay Mills Community College on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Bay Mills Community College, which arise out of or are in any manner connected with Bay Mills Community College Board of

Regents' approval of the Academy's application, Bay Mills Community College Board of Regents' consideration of or issuance of a Contract, the Academy Board's or [insert the name of Educational Service Provider] preparation for and operation of the Academy, or which are incurred as a result of the reliance by Bay Mills Community College upon information supplied by the Academy Board or [insert the name of Educational Service Provider], or which arise out of the failure of the Academy Board or [insert the name of Education Service Provider] to perform its obligations under the Contract or Applicable Law. The parties expressly acknowledge and agree that Bay Mills Community College, Bay Mills Community College Board of Regents and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against either party to enforce its rights as set forth in this Agreement."

"Agreement Coterminous With Academy's Contract. If the Academy's Contract issued by the Bay Mills Community College Board of Regents is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy's Contract is suspended, revoked, terminated or expires without further action of the parties."

"Compliance with Academy's Contract. The Educational Service Provider agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by the Bay Mills Community College Board of Regents. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

"Compliance with Section 503c. On an annual basis, the ESP agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement."

"Amendment Caused By Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the State School Reform/Redesign Officer under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507, and Section 10.7 of the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this ESP Agreement, the parties agree that this ESP Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and the Educational

Service Provider shall have no recourse against the Academy or the College Board for implementing such site closure or reconstitution.”

“Compliance with Section 12.17 of Contract Terms and Conditions. The Educational Service Provider shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 12.17(a) of the Contract Terms and Conditions.”

Section 11.11. Management Agreements. The Academy may enter into a Management Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For purposes of this Contract, an employee leasing agreement shall be considered a Management Agreement, and an employee leasing company shall be considered an ESP. Any ESP agreement shall state that the ESP must acquire insurance in addition to the insurance the Academy must obtain under the Contract. The coverage must be similar to the insurance coverage required for the Academy and the ESP agreement must detail the amount of such required coverage. Prior to entering any Management Agreement with an ESP, the Academy shall submit a copy of the final draft Management Agreement to the Charter Schools Office in a form and manner consistent with the ESP policies of the Charter Schools Office which are incorporated into and be deemed part of this Contract. A copy of the final executed Management Agreement shall be included in this Contract under Schedule 5. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP policies and the amended ESP policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed Management Agreement submitted by the Academy if the Management Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to a Management Agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new Management Agreement.

Section 11.12. Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all individuals employed by or contracted for the Academy as teachers or school administrators a rigorous, transparent, and fair performance evaluation system that complies with Applicable Law. If the Academy enters into an agreement with an Educational Service Provider, the Academy Board shall ensure that the Educational Service Provider complies with this section.

ARTICLE XII

GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or telegram; or (iii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to the College Board:	President Bay Mills Community College 12214 West Lakeshore Drive Brimley, Michigan 49715
If to the Tribal Office:	Tribal Attorney's Office Bay Mills Indian Community 12140 West Lakeshore Drive Brimley, Michigan 49715
If to Outside Counsel:	Leonard C. Wolfe Dykema Gossett PLLC 201 Townsend Street, Suite 900 Lansing, Michigan 48933
If to Academy:	Academy Board President 19800 Beech Daly Road Redford, MI 48239
If to Academy Counsel:	Homer McClarty Morgan & McClarty PC 19785 W 12 Mile Rd # 331 Southfield, MI 48076-2584

Section 12.2. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of Applicable Law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.3. Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 12.4. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between the College Board and the Academy with respect to the subject matter of this Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.5. Assignment. This Contract is not assignable by either the Academy or the College Board.

Section 12.6. Non Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether

expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.8. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.9. Term of Contract. This Contract shall commence on the date first set forth above and shall remain in full force and effect for eight (8) years until July 1, 2026, unless sooner revoked or terminated according to the terms hereof.

Section 12.10. Indemnification. As a condition to receiving a grant of authority from the College Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify, defend and hold the College Board, the College and its Board of Regents members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the College, which arise out of or are in any manner connected with the College Board's receipt, consideration or approval of the Application, the College Board's approval of the Resolution or Authorizing Resolution, legal challenges to the validity of Part 6A of the Code or actions taken by the College Board as an authorizing body under Part 6A of the Code, the College Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the College Board, the College and its Board of Regents members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of governmental immunity provided under Section 7 of the Governmental Liability for Negligence Act, being MCL 691.1407 of the Michigan Compiled Laws.

Section 12.11. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.12. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.13. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the College Board and no other person or entity, including without limitation, the Educational Service Provider. Except as otherwise provided, nothing in this Contract shall

create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.14. Non-agency. It is understood that the Academy is not the agent of the College.

Section 12.15. College Board or CSO General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing College Board or CSO policies regarding public school academies which shall apply immediately, College Board or CSO general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this Section, the College Board or the CSO shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the CSO on the proposed policies before such policies shall become effective.

Section 12.16. Survival of Provisions. The terms, provisions, and representations contained in Section 11.2, Section 11.3, Section 12.10, Section 12.13 and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.17. Information Available to the Public.

- (a) Information to be provided by the Academy. The Academy shall make information concerning its operation and management, including without limitation the information described in Schedule 4, available to the public in the same manner and to the same extent as is required for public schools and school districts under Applicable Law.
- (b) Information to be provided by Educational Service Providers. If the Academy enters into an agreement with an Educational Service Provider for operation or management of the Academy, the Management Agreement shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 12.18. Termination of Responsibilities. Upon termination or revocation of the Contract, the College Board or its designee shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract. Upon termination or revocation of the Contract, the Academy may amend its articles of incorporation or bylaws as necessary to allow the Academy Board to: (a) take action to appoint Academy Board members in order to have a quorum necessary to take Academy Board action; or (b) effectuate a dissolution, provided that the Academy Board may not amend any

provision in the Academy's articles of incorporation or bylaws regarding the disposition of assets upon dissolution.

Section 12.19. Disposition of Academy Assets Upon Termination or Revocation of Contract. Following termination or revocation of the Contract, the Academy shall follow the applicable wind-up and dissolution provisions set forth in the Academy's articles of incorporation and in accordance with Part 6A of the Code.

Section 12.20. Student Privacy. In order to protect the privacy of students enrolled at the Academy, the Academy Board shall not:

(a) sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a pupil's education records. This subsection does not apply to any of the following situations:

(i) for students enrolled in the Academy, providing such information to an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the College;

(ii) providing the information as necessary for standardized testing that measures a student's academic progress and achievement; or

(iii) providing the information as necessary to a person that is providing educational or educational support services to the student under a contract with either the Academy or an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the College.

(b) The terms "education records" and "personally identifiable information" shall have the same meaning as defined in MCL 380.1136.

Section 12.21. Disclosure of Information to Parents and Legal Guardians.

(a) Within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose without charge to the student's parent or legal guardian any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records.

(b) Except as otherwise provided in this subsection (b) and within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose to a student's parent or legal guardian without charge any personally identifiable information provided to any person, agency or organization. The Academy's disclosure shall include the specific information that was disclosed, the name and contact information of each person, agency, or organization to which the information has been disclosed; and the legitimate reason that the person, agency, or organization had in obtaining the information. The parental disclosure requirement does not apply to information that is provided:

- (i) to the Department or CEPI;
- (ii) to the student's parent or legal guardian;

- (iii) by the Academy to the College Board, College, Charter Schools Office or to the educational management organization with which the Academy has a management agreement that has not been disapproved by the College;
- (iv) by the Academy to the Academy's intermediate school district or another intermediate school district providing services to Academy or the Academy's students pursuant to a written agreement;
- (v) to the Academy by the Academy's intermediate school district or another immediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;
- (vi) to the Academy by the College Board, College, Charter Schools Office
- (vii) to a person, agency, or organization with written consent from the student's parent or legal guardian, or from the student if the student is 18 years of age;
- (viii) to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
- (ix) to a person, agency, or organization as necessary for standardized testing that measures a student's academic progress and achievement; or
- (x) in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."

(c) If the Academy considers it necessary to make redacted copies of all or part of a student's education records in order to protect personally identifiable information of another student, the Academy shall not charge the parent or legal guardian for the cost of those redacted copies.

(d) The terms "education records," "personally identifiable information," and "directory information" shall have the same meaning as defined in MCL 380.1136.

Section 12.22. List of Uses for Student Directory Information; Opt Out Form; Notice to Student's Parent or Legal Guardian.

- (a) The Academy shall do all of the following:
 - (i) Develop a list of uses (the "Uses") for which the Academy commonly would disclose a student's directory information.
 - (ii) Develop an opt-out form that lists all of the Uses and allows a student's parent or guardian to elect not to have the student's directory information disclosed for 1 or more Uses.
 - (iii) Present the opt-out form to each student's parent or guardian within the first thirty (30) days of the school year and at other times upon request.
 - (iv) If an opt-out form is signed and submitted to the Academy by a student's parent or guardian, then the Academy shall not include the student's

directory information in any of the Uses that have been opted out of in the opt-out form.

(b) The terms “directory information” shall have the same meaning as defined in MCL 380.1136.

Section 12.23. Partnership Agreement. If an Academy site is listed as a Priority School on the list of lowest performing schools prepared by the Michigan Department of Education, and the Superintendent proposes a Partnership Agreement with the Academy, the Academy shall work with the Charter Schools Office to finalize an agreement that is acceptable to the Michigan Department of Education, the Academy and the Charter Schools Office. The Partnership Agreement shall be incorporated into this Contract by amendment pursuant to Article IX of these Terms and Conditions and shall be included as Schedule 8. The Contract amendment shall also include any other amendments to this Contract that are required to ensure the Partnership Agreement is consistent with this Contract.

Section 12.24. Data Breach Response Plan. Within one year after the effective date of this Contract, the Academy Board shall design and implement a comprehensive data breach response plan. The data breach response plan should be made available to Academy personnel and any Educational Service Provider contracting with the Academy. The data breach response plan should be updated periodically by the Academy Board to address changes in data threat assessments and changes in applicable state and federal privacy laws.

As the designated representative of the Bay Mills Community College Board of Regents, I hereby issue this Contract to the Academy on the date set forth above.

BAY MILLS COMMUNITY COLLEGE
BOARD OF REGENTS

By: Michael C. Parish
Michael Parish, College Board Designee

Date: July 1, 2018

As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by of the terms and conditions of this Contract.

DAVID ELLIS ACADEMY WEST

By: [Signature]

Date: July 1, 2018

Tab C

CONTRACT SCHEDULES

Schedules

Articles of Incorporation	1
Bylaws	2
Fiscal Agent Agreement	3
Oversight Agreement	4
Description of Staff Responsibilities	5
Physical Plant Description	6
Required Information for Public School Academy	7

Tab 1

CONTRACT SCHEDULE 1
ARTICLES OF INCORPORATION

MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH BUREAU OF COMMERCIAL SERVICES											
Date Received	(FOR BUREAU USE ONLY)										
	This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.										
<table border="1"> <tr> <td colspan="3">Name Homer W. McClarty</td> </tr> <tr> <td colspan="3">Address 24400 Northwestern Highway Suite 204</td> </tr> <tr> <td>City Southfield</td> <td>State MI</td> <td>Zip Code 48075</td> </tr> </table>			Name Homer W. McClarty			Address 24400 Northwestern Highway Suite 204			City Southfield	State MI	Zip Code 48075
Name Homer W. McClarty											
Address 24400 Northwestern Highway Suite 204											
City Southfield	State MI	Zip Code 48075									
		EFFECTIVE DATE:									

Document will be returned to the name and address you enter above.
If left blank document will be mailed to the registered office.

RESTATED ARTICLES OF INCORPORATION

For use by Domestic Nonprofit Corporations
(Please read information and instructions on the last page)

Pursuant to the provisions of Act 162, Public Acts of 1982, the undersigned corporation executes the following Restated Articles:

1. The present name of the corporation is: DAVID ELLIS ACADEMY-WEST	
2. The identification number assigned by the Bureau is:	787-867
3. All former names of the corporation are: NONE	
4. The date of filing the original Articles of Incorporation was:	MARCH 12, 2004

The following Restated Articles of Incorporation supersede the Articles of Incorporation as amended and shall be the Articles of Incorporation for the corporation:

ARTICLE I

The name of the corporation is:	DAVID ELLIS ACADEMY - WEST	The authorizing body for the corporation is:
		The Bay Mills Community College Board of Regents (the College Board)

ARTICLE II

The purpose or purposes for which the corporation is organized are:	
1. The corporation is organized for the purpose of operating as a public school academy in the State of Michigan pursuant to Part 6A of the code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.	
2. (See attached)	

ARTICLE II (continued)

2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.

ARTICLE III

1. The corporation is organized on a nonstock basis.
(stock or nonstock)
2. If organized on a stock basis, the aggregate number of shares which the corporation has authority to issue is _____ . If the shares are, or are to be divided into classes, the designation of each class, the number of shares in each class, and the relative rights, preferences, and limitations of the shares of each class are as follows:

3. If organized on a nonstock basis, the description and value of its real property assets are: (if none, insert "none")
- none

and the description and value of its personal property assets are: (if none, insert "none")

none

(The valuation of the above assets was as of July 1, 2006 , _____)
The corporation is to be financed under the following general plan:

- State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
- Federal funds.
- Donations.
- Fees and charges permitted to be charged by public school academies.
- Other funds lawfully received.

The corporation is organized on a directorship basis.
(membership or directorship)

ARTICLE IV

1. The address of the registered office is:
19800 Beech Daly Road Redford , Michigan 48240
(Street Address) (City) (ZIP Code)
2. The mailing address of the registered office, if different than above:
_____, Michigan _____
(Street Address or P.O. Box) (City) (ZIP Code)
3. The name of the resident agent is: Raphael Washington

ARTICLE V (Additional provisions, if any, may be inserted here; attach additional pages if needed.)

See attached

5. COMPLETE SECTION (a) IF THE RESTATED ARTICLES DO NOT FURTHER AMEND THE ARTICLES OF INCORPORATION; OTHERWISE, COMPLETE SECTION (b).

- a. ☐ These Restated Articles of Incorporation were duly adopted on the _____ day of _____, _____, in accordance with the provisions of Section 642 of the Act by the Board of Directors without a vote of the members or shareholders. These Restated Articles of Incorporation only restate and **integrate and do not further amend** the provisions of the Articles of Incorporation as heretofore amended and there is no material discrepancy between those provisions and the provisions of these Restated Articles.

Signed this _____ day of _____, _____

By _____
(Signature of Authorized Officer or Agent)

(Type or Print Name)

- b. ☒ These Restated Articles of Incorporation were duly adopted on the _____ 19th _____ day of _____ June _____, 2006 in accordance with the provisions of Section 642 of the Act. These Restated Articles of Incorporation restate, integrate, and **do further amend** the provisions of the Articles of Incorporation and: (check one of the following)

- ☒ were duly adopted by the shareholders, the members, or the directors (if organized on a nonstock directorship basis). The necessary number of votes were cast in favor of these Restated Articles of Incorporation.
- ☐ were duly adopted by the written consent of all the shareholders or members entitled to vote in accordance with Section 407(3) of the Act.
- ☐ were duly adopted by the written consent of all the directors pursuant to Section 525 of the Act as the corporation is organized on a directorship basis.
- ☐ were duly adopted by the written consent of the shareholders or members having not less than the minimum number of votes required by statute in accordance with Section 407(1) and (2) of the Act. Written notice to shareholders or members who have not consented in writing has been given. (Note: Written consent by less than all of the shareholders or members is permitted only if such provision appears in the Articles of Incorporation)

Signed this _____ 27th _____ day of _____ July _____, 2006

By Raphael Washington
(Signature of President, Vice-President, Chairperson, or Vice-Chairperson)

Raphael Washington

President

(Type or Print Name)

(Type or Print Title)

ARTICLE V

The corporation is a governmental entity.

ARTICLE VI

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, being section 691.1407 of the Michigan Compiled Laws.

ARTICLE VII

Before execution of a contract to charter a public school academy between the corporation and the College Board, the method of selection, length of term, and the number of members of the Board of Directors of the corporation shall be approved by a resolution of the College Board as required by the Code.

ARTICLE VIII

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

ARTICLE IX

The officers of the corporation shall be a President, Vice-President, Secretary and a Treasurer, each of whom shall be a member of the Board of Directors and shall be selected by the Board of Directors. The Board of Directors may select one or more assistants to the Secretary or Treasurer, and may also appoint such other agents as it may deem necessary for the transaction of the business of the corporation.

ARTICLE X

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, board, officers or other private persons, or organization organized and operated for a profit (except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the College Board for forwarding to the state

school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE XI

These Articles of Incorporation shall not be amended except by the process provided in Article IX of the Contract executed by the corporation and the College Board. This process is as follows:

The corporation, by a majority vote of its Board of Directors, may, at any time, propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision to these Articles of Incorporation. The proposal will be made to the College Board through its designee. The College Board delegates to the Charter Schools Office Director the review and approval of changes or amendments to these Articles of Incorporation. In the event that a proposed change is not accepted by the Charter Schools Office Director, the College Board shall consider and vote upon a change proposed by the corporation following an opportunity for a written and oral presentation to the College Board by the corporation.

At any time and for any reason, the College Board or an authorized designee may propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision. The College Board delegates to the Charter Schools Office Director the review and approval of changes or amendments to these Articles of Incorporation. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Articles of Incorporation. The Articles of Incorporation shall be amended as requested by the College Board upon a majority vote of the corporation's Board of Directors.

Amendments to these Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the College Board or the Charter Schools Office Director and filed with the Michigan Department of Labor & Economic Growth, Bureau of Commercial Services. In addition, the corporation shall file with the amendment a copy of the College Board's or the Charter Schools Office Director's approval of the amendment.

school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE XI

These Articles of Incorporation shall not be amended except by the process provided in Article IX of the Contract executed by the corporation and the College Board. This process is as follows:

The corporation, by a majority vote of its Board of Directors, may, at any time, propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision to these Articles of Incorporation. The proposal will be made to the College Board through its designee. The College Board delegates to the Charter Schools Office Director the review and approval of changes or amendments to these Articles of Incorporation. In the event that a proposed change is not accepted by the Charter Schools Office Director, the College Board shall consider and vote upon a change proposed by the corporation following an opportunity for a written and oral presentation to the College Board by the corporation.

At any time and for any reason, the College Board or an authorized designee may propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision. The College Board delegates to the Charter Schools Office Director the review and approval of changes or amendments to these Articles of Incorporation. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Articles of Incorporation. The Articles of Incorporation shall be amended as requested by the College Board upon a majority vote of the corporation's Board of Directors.

Amendments to these Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the College Board or the Charter Schools Office Director and filed with the Michigan Department of Labor & Economic Growth, Bureau of Commercial Services. In addition, the corporation shall file with the amendment a copy of the College Board's or the Charter Schools Office Director's approval of the amendment.

ADOPTION OF ARTICLES

These Restated Articles of Incorporation were duly adopted on the 20th day of July, 2004, in accordance with the provisions of Section 642 of the Act. These Restated Articles of Incorporation restate, integrate and do further amend the provisions of the Articles of Incorporation and were duly adopted by the directors. The necessary number of votes were cast in favor of these Restated Articles of Incorporation. These Restated Articles of Incorporation shall be effective upon filing.

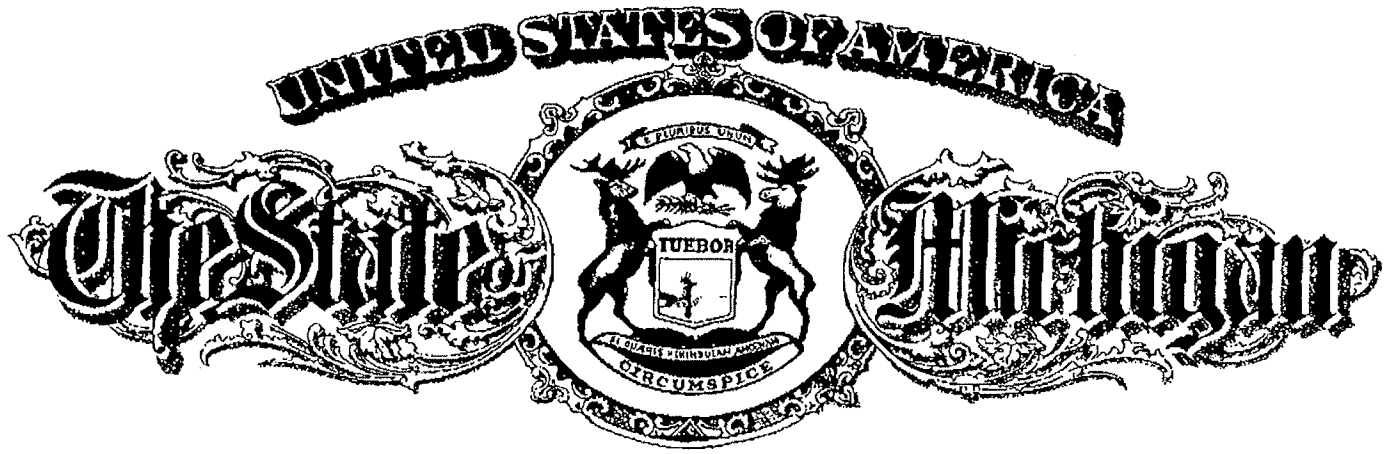
Signed this 20th day of July, 2004.

By:


_____, Academy Board President

APPROVED BY:

Patrick Shannon, CSO Director
Bay Mills Community College
Dated: _____



Department of Licensing and Regulatory Affairs

Lansing, Michigan

This is to Certify That

DAVID ELLIS ACADEMY-WEST

was validly incorporated on March 12, 2004, as a Michigan nonprofit corporation, and said corporation is validly in existence under the laws of this state.

This certificate is issued pursuant to the provisions of 1982 PA 162, as amended, to attest to the fact that the corporation is in good standing in Michigan as of this date and is duly authorized to conduct affairs in Michigan and for no other purpose.

This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit given it in every court and office within the United States.



Sent by Facsimile Transmission
1176428

In testimony whereof, I have hereunto set my hand, in the City of Lansing, this 15th day of November, 2013.

Alan J. Schefke, Director
Corporations, Securities & Commercial Licensing Bureau

Tab 2

CONTRACT SCHEDULE 2

BYLAWS

**BY LAWS
OF
THE DAVID ELLIS ACADEMY – WEST**

ARTICLE I

The Public School Academy

Section 1. Offices. The Director office of the David Ellis Academy – West in the State of Michigan shall be located in the City of Redford and the County of Wayne.

Section 2. Purposes. The purposes for which the David Ellis Academy – West (the “Public School Academy”) is organized are:

(a) The Public School Academy is organized for all of the purposes specified in Part 6A and 6B of the Act 416, Public Acts of Michigan, 1994 (the “Act”), including owning and operating a public school academy, which the Public School Academy shall provide, without tuition, education to children in grades Kindergarten through Eighth, who reside within the geographic boundaries of the State of Michigan. Admission to the Public School Academy will not be denied on the basis of race, color, religion, creed, sex or national origin.

(b) The Public School Academy is a body corporate and a governmental agency, and, together with all activities incident to its purposes, shall, at all times, be conducted so as to be a governmental entity under Federal and State laws. Notwithstanding any other provision of these By-Laws, the Public School Academy shall not carry on any activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the Internal Revenue Code of 1986, as amended (the “Code”), or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a contract authorized under the Act.

ARTICLE II

Meetings of the Board of Directors

Section 1. Place of Meetings. Regular meetings of the Board of Directors of the Public School Academy (the “Board”) shall be held quarterly at the Public School Academy’s Director

office and in accordance with the Open Meetings Act, Act 267, Public Acts of Michigan, 1976, as may be amended from time to time (the "OMA").

Section 2. Annual Meeting. The annual meeting of the Board shall be held at the date, time and place as determined by the Board at the first meeting. At the annual meetings, the Board shall elect officers and consider such other business as may properly be brought before the meeting. If less than a quorum of the directors appear for an annual meeting of the Board, the holding of such meeting shall not be required in matters which might have been taken up at the annual meeting may be taken up at any later regular, special or annual meeting.

Section 3. Other Regular Meetings. The regular meetings of the Board shall be held at the dates, times and places determined by the Board at the first meeting.

Section 4. Special Meetings. Special Board meetings for any purpose or purposes, may be called at any time by any director or by the President or, if he or she is absent or unable to act, by any Vice President or Secretary. Special Board meetings shall be called by the President or Secretary upon written request of any two (2) directors. The business transacted at any such meeting shall be limited to the purpose or purposes stated in the notice thereof.

Section 5. Notices for Meetings and Adjournments. Notices of all meetings and adjournments shall be given in accordance with the applicable sections of the OMA.

Section 6. Quorum. Except to adjourn the meeting as hereinafter provided, a majority of the Board without regard to the authorized number of directors shall be necessary to constitute a quorum for the transaction of business. Every act or decision done or made by an absolute majority of the Board at a meeting duly held at which a quorum is present shall be regarded as the act of the Board unless a greater number be required by law, the Articles of Incorporation, or these Bylaws. Decisions and deliberations of the Board shall be governed by the applicable sections of the OMA.

Section 7. Adjournment. A quorum may adjourn any Board meeting to meet again at a stated place, date, and hour; however, in the absence of a quorum, a majority of the directors present at any regular or special Board meeting may adjourn from time to time until the time fixed for the next regular Board meeting.

Section 8. Fees and Compensation. By resolution of the Board, the directors may be paid their expenses, if any, incurred while fulfilling the obligations of their duties.

Section 9. Committees. The Board may, by resolution, provide for such standing or special committees as it deems desirable and discontinue the same at its pleasure. Each such committee shall have such powers and perform such duties not inconsistent with law, as may be assigned to it by the Board. If provision be made for any such committee, the members thereof shall be appointed by the Board, shall consist of one or more members of the Board and shall serve during the pleasure of the Board. Vacancies in such committees shall be filled by the Board.

ARTICLE III

Officers

Section 1. Officers. The officers of the Board shall be a President, a Vice President, a Secretary, and a Treasurer. One person may hold two or more offices. In no case shall any officer execute, acknowledge or verify any instrument in more than one capacity.

Section 2. Election. The officers of the Board, except such officers as may be appointed in accordance with the provisions of Sections 3 or 5 of this Article III, shall be chosen by the Board, and each shall hold his or her office until he or she shall resign, until he or she shall be removed or otherwise disqualified to serve, or until his or her successor shall be elected and qualified.

Section 3. Subordinate Officers and Agents. The Board may appoint such other officers and agents as the business of the Public School Academy may require, each of whom shall hold office for such period, have such authority, and perform such duties as may be provided in these Bylaws or as the Board may from time to time determine.

Section 4. Removal and Resignation. Any officer or agent of the Board may be removed by a majority of the whole Board at the time in office at any regular or special Board meeting.

Any officer may resign at any time by giving written notice to the Board, the President, or the Secretary. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointments to such office.

Section 6. President. The President shall preside at all Board meetings. The President shall be ex officio a member of all the standing committees, if any; and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Section 7. Vice President. In the event of the President's absence or disability, the Vice President shall perform all the duties of and shall be subject to all the restrictions upon the President. The Vice President shall have such other powers and authority and shall perform such other duties as from time to time may be prescribed for him or her by the Board or these Bylaws.

Section 8. Secretary. The Secretary shall attend all Board meetings and shall keep or cause to be kept, in his or her custody at the Director or registered office of the Public School Academy in the State of Michigan or such other place as the Board may order, a book recording the minutes of all Board meetings setting forth: the place, date, time and decisions made; whether

regular or special, and, if special, how authorized; the notice thereof given; the names of those present and absent at Board meetings; and the proceedings thereof.

The Secretary shall keep in safe custody the seal of the Public School Academy, and, when authorized by the Board, affix the same or cause the same to be affixed to any instrument requiring it; when so affixed, the seal shall be attested by his or her signature or by the signature of the Treasurer. The Secretary shall perform such other duties and have such other authorities as are delegated to him or her by the Board.

The Secretary shall give or cause to be given notice of all Board meetings required by these Bylaws and by the Board.

Section 9. The Treasurer. The Treasurer shall, subject to the direction of the Board, have the custody of the funds and securities belonging to the Public School Academy and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Public School Academy.

The Treasurer shall deposit all moneys and other valuables in the name and to the credit of the Public School Academy with such depositaries as may be designated by the Board; shall disburse the funds of the Public School Academy as may be ordered by the Board; shall render to the President and the Board, whenever either requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the Public School Academy; and shall have such other powers and authority incident to the office of Treasurer and shall perform such other duties as may be prescribed by the Board or these Bylaws.

ARTICLE IV

Operations As A Public School Academy

Section 1. Overall Governance Structure. The overall structure of the Public School Academy shall be the responsibility of its Board of Directors. The Board of Directors shall set policy for the management of the business, property, personnel, and other affairs of the Public School Academy. The Board shall conduct its business pursuant to these Bylaws.

The Board of Directors shall approve the annual budgets for the Public School Academy and provide for employment of staff, all as recommended by the administrator director. It shall also provide general guidance for improving the Public School Academy, its programs, and method of accomplishing its educational goals and objectives.

Section 2. Educational Goals. The educational goals of the Public School Academy are set forth on the attached Schedule 7(b).

Section 3. Curriculum. The curriculum of the Public School Academy is set forth on the attached Schedule 7(c).

Section 4. Methods of Pupil Assessment. Pupils of the Public School Academy shall be assessed as set forth on the attached Schedule 7(d).

Section 5. Admission Policy and Criteria. The admission policy and criteria of the Public School Academy are set forth on the attached Schedule 7(e).

Section 6. Public School Academy Calendar and Public School Academy Day Schedule. The proposed school calendar and school day schedule of the Public School Academy are set forth on attached Schedule 7(g).

Section 7. Age or Grade Range of Pupils to be Enrolled. The Public School Academy shall provide education to children eligible for grades Pre-K through Grade 12 as set forth on attached Schedule 7(h).

Section 8. Staff Responsibilities. A description of the responsibilities of the staff of the Public School Academy are set forth on the attached Schedule 5.

Section 9. Governance Structure of Public School Academy. In addition to the provisions of these Bylaws, the governance structure of the Public School Academy is set forth on attached Schedules 5 and 7(a).

Section 10. Applicable Law. The Public School Academy shall comply with all of the provisions set forth in the Act, and subject to the provisions of the Act, with all other state law applicable to public bodies and with federal law applicable to public bodies or school districts.

Section 11. Physical Plant. The Public School Academy will be located at 18977 Schaefer, Detroit, Michigan 48235. A description of the physical plant is set forth on the attached Schedule 6.

Section 12. District Identification. The Public School Academy will be located in the Wayne County Regional Educational Service Agency, (intermediate school district) and the Redford Public Schools local school district.

ARTICLE V

Miscellaneous

Section 1. Annual Report. The Public School Academy shall cause a financial report of the Public School Academy for the preceding fiscal year to be prepared within three (3) months after the end of the fiscal year and shall deliver such report to the Authorizing Body. The report shall include the Public School Academy's year-end balance sheet and, if prepared by the Public School Academy, its statement of source and application of funds.

Section 2. Loans. No loans shall be contracted on behalf of the Public School Academy and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. No loan or advance to or overdraft or withdrawal by an officer, director, or member of the Public School Academy shall be made or permitted.

Section 3. Governmental Immunity. The Public School Academy and its incorporators, board members, officers, employees and volunteers have governmental immunity as provided in Section 7 of Act 170 of the Public Acts of 1964, as amended.

ARTICLE VI

Execution of Instruments

Section 1. Bank Accounts. Each bank account of the Public School Academy shall be established and continued only by order of the Board.

Section 2. Checks, Etc. All checks, drafts, and orders for the payment of money shall be signed in the name of the Public School Academy in such manner and by such officers or agents as the Board shall from time to time designate for that purpose. No check or other instrument for the payment of money to the Public School Academy shall be endorsed otherwise than for deposit to the credit of the Public School Academy. All checks of the Public School Academy shall be drawn to the order of the payee.

Section 3. Contracts, Conveyances, Etc. When the execution of any contract, conveyance or other instrument has been authorized without specification of the executing officers, the President or any Vice President and the Secretary or Treasurer may execute the same in the name and on behalf of this Public School Academy and may affix the corporate seal thereto. The Board shall have power to designate the officers and agents who shall have authority to execute any instrument on behalf of the Public School Academy in more than one capacity.

Notwithstanding anything contained herein to the contrary, no officer, agent or employee of this Public School Academy shall have the authority to disburse moneys or other property to other persons, to obligate the Public School Academy to do or perform any act, to make any payments of money or property, or to execute any of the instruments described herein on behalf of this Public

School Academy other than in the ordinary course of business unless he shall have previously obtained the approval of the Board of Directors and unless such approval or ratification shall appear in the minutes of this Public School Academy.

ARTICLE VII

Fiscal Year

The Public School Academy's fiscal year shall be July 1 to June 30.

ARTICLE VIII

Seal

The Public School Academy may have a seal, which shall have inscribed thereon the name of the Public School Academy, the state of incorporation, and the words "Public School Academy Seal." The seal may be used by causing it or a facsimile to be imprinted, affixed, reproduced, or otherwise.

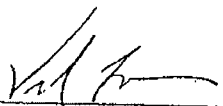
ARTICLE IX

Amendments

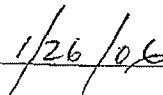
These Bylaws may be added to, altered, amended, or repealed by consent of the directors then in office, or by the vote of not less than two-thirds (2/3) of the directors then in office at any regular or special meeting, if written notice of the proposed addition, alteration, amendment, or repeal shall have been given to each director at least three (3) business days before the meeting.

Certified by:

Secretary


Walter Williams

Date:



Tab 3

CONTRACT SCHEDULE 3
FISCAL AGENT AGREEMENT

SCHEDULE 3

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Bay Mills Community College Board of Regents ("College Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to the David Ellis Academy West, a public school academy.

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract, the College Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the College Board is required by law to forward any State School Aid Payments received from the State of Michigan ("State") on behalf of the Academy to the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Account" means an account established by the Academy for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the College Board or an officer or employee of Bay Mills Community College as designated by the College Board.

"Other Funds" means any other public or private funds which the Academy receives and for which the College Board voluntarily agrees to receive and transfer to the Academy.

"State School Aid Payment" means any payment of money the Academy receives from the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

"State" means the State of Michigan.

"State Treasurer" means the office responsible for issuing funds to public school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

ARTICLE II

FISCAL AGENT DUTIES

Section 2.01. Receipt of State School Aid Payments and Other Funds. The College Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments. By separate agreement, the College Board and the Academy may also agree that the College Board will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer to Academy. Except as provided in Article X of the Terms and Conditions and in the Oversight Agreement, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03. Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil membership count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are limited to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the Academy. The Fiscal Agent shall have no duty to monitor or approve expenditures made by the Academy Board.

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent.

ARTICLE III

STATE DUTIES

Section 3.01 Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

ARTICLE IV

ACADEMY DUTIES

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.03. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

Section 4.04. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy.

Section 4.05. Deposit of Academy Funds. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of State School Aid Payments and Other Funds received by the Academy.

ARTICLE V

RECORDS AND REPORTS

Section 5.01. Records. The Fiscal Agent shall keep books of record and account of all transactions relating to the receipts, disbursements, allocations and application of the State School Aid Payments and Other Funds received, deposited or transferred for the benefit of the Academy, and these books shall be available for inspection at reasonable hours and under reasonable conditions by the Academy and the State.

Section 5.02. Reports. The Fiscal Agent shall prepare and send to the Academy within thirty (30) days of September 1, 2018, and annually thereafter, a written report dated as of August 31 summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the College Board receives under this Agreement.

ARTICLE VI

CONCERNING THE FISCAL AGENT

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02. Limitation of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State and the amount of Other Funds as delivered by the source of those funds.

The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to the David Ellis Academy West.

BY: Mary G. Martin
Mary G. Martin, Executive Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: 5-23-18

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to the David Ellis Academy West.

BY: Mary G. Martin
Mary G. Martin, Executive Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: 5-23-18

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to the David Ellis Academy West.

BY: Mary G. Martin
Mary G. Martin, Executive Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: May, 23, 2018

Tab 4

CONTRACT SCHEDULE 4
OVERSIGHT AGREEMENT

SCHEDULE 4

OVERSIGHT AGREEMENT

This Agreement is part of the Contract issued by the Bay Mills Community College Board of Regents ("College Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to the David Ellis Academy West (the "Academy"), a public school academy.

Preliminary Recitals

WHEREAS, the College Board, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the Academy's compliance with the Contract and all Applicable Law,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Agreement" means this Oversight Agreement.

"Compliance Certification Duties" means the Academy's duties set forth in Section 2.02 of this Agreement.

"Charter Schools Office" means the office designated by the College Board as the initial point of contact for public school academy applicants and public school academies authorized by the College Board. The Charter Schools Office is responsible for administering the Oversight Responsibilities with respect to the Contract.

"Oversight Responsibilities" means the College Board's oversight responsibilities set forth in Section 2.01 of this Agreement.

"State School Aid Payment" means any payment of money the Academy receives from the state school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

ARTICLE II

OVERSIGHT AND COMPLIANCE CERTIFICATION RESPONSIBILITIES

Section 2.01. Oversight Responsibilities. The Charter Schools Office, as it deems necessary to fulfill the College Board's Oversight Responsibilities, may undertake the following:

- a. Conduct a review of the Academy's audited financial reports as submitted, including the auditor's management letters, and report to the College Board any exceptions as well as any failure on the part of the Academy to meet generally accepted public sector accounting principles.
- b. Conduct a review of the records, internal controls or operations of the Academy to determine compliance with the Contract and Applicable Law.
- c. Conduct a meeting annually between the Academy Board of Directors and a designee of the College Board to determine compliance with the Contract and Applicable Law.
- d. Institute action pursuant to the terms of the Contract to suspend, revoke or reform the Contract.
- e. Monitor the Academy's compliance with the Contract, the Code, and all other Applicable Law.
- f. Request periodic reports from the Academy regarding any aspect of its operation, including, without limitation, whether the Academy has met or is achieving its targeted educational goals and applicable academic performance standards set forth in the Contract.
- g. Request evidence that the Academy has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, and local health departments.
- h. Determine whether the Academy has failed to abide by or meet the educational goals or applicable academic performance standards as set forth in the Contract.
- i. Provide supportive services to the Academy as deemed necessary and/or appropriate by the College Board or its designee.
- j. Evaluate whether the Academy appropriately administers all optional or statutorily mandated assessments pursuant to the Academy's student population, goals and programs.
- k. Take other actions, as authorizing body, as permitted or required by the Code.

Section 2.02. Compliance Certification Duties. The Academy agrees to perform all of the following Compliance Certification Duties:

- a. Submit information to the Charter Schools Office in accordance with the Master Calendar of Reporting Requirements adopted by the Charter Schools Office. The Master Calendar may be amended from time to time as deemed necessary by the Charter Schools Office Director.
- b. Submit quarterly financial reports to the Charter Schools Office in a form and manner determined by the Charter Schools Office. Submit other financial reports as established by the Charter Schools Office.
- c. Permit inspection of the Academy's records and/or premises at any reasonable time by the Charter Schools Office.
- d. Report any litigation or formal proceedings alleging violation of any Applicable Law by the Academy to counsel for the College Board as designated in Article XII of the Terms and Conditions.
- e. Upon request, provide copies of information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, or State Board of Education to the Charter Schools Office.
- f. Provide proposed minutes of all Academy Board of Directors' meetings to the Charter Schools Office no later than ten (10) business days after such meeting, and provide approved final minutes to the Charter Schools Office within five (5) business days after the minutes are approved.
- g. Submit to the Charter Schools Office prior to the issuance of the Contract, copies of insurance policies evidencing all insurance as required by the Contract.
- h. Submit to the Charter Schools Office a copy of the Academy's lease, deed or other purchase arrangement for its physical facilities as required by the Contract..
- i. Submit to the Charter Schools Office, copies of all fire, health and safety approvals required by Applicable Law for the operation of a school.
- j. Submit annually to the Charter Schools Office, the dates, times and a description of how the Academy will provide notice of the Academy's pupil application and enrollment process. The Academy's pupil application and enrollment admission process must be conducted in a fair and open manner in compliance with the Contract and the Code. At a minimum, the Academy shall make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication process. All Academy notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the Academy. In addition, the Academy

must set forth in all public notices the date for the holding of a random selection drawing if such a drawing becomes necessary.

k. Upon receipt from the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, the Academy shall submit to the Charter Schools Office a copy of any Certificate of Occupancy approval for the Academy's school facility outlined in Schedule 6. The Academy shall not occupy or use the school facility identified in Schedule 6 until such facility has been approved for occupancy by the Bureau of Construction Codes and the Bureau of Fire Services or other local authorized building department.

l. Submit to the Charter Schools Office copies of ESP agreements, if any, in compliance with the Contract and the Code.

m. By July 1st of each year, the Academy Board shall provide a copy of the Academy Board's public meeting schedule for the upcoming school year. The Academy Board's public meeting schedule shall include the date, time and location of the public meetings for the upcoming school year. Within ten (10) business days of Academy Board approval, the Academy Board shall provide a copy to the Charter Schools Office of any changes to the Academy Board public meeting schedule.

n. Prior to December 31 of each year and whenever necessary thereafter, the Academy Board shall approve and submit a revised operating school budget that includes, without limitation, the following: (i) the total projected amount of state school aid revenues based on the Academy's September pupil membership count; (ii) revised personnel costs; (iii) any start-up expenses incurred by the Academy; and (iv) the total amount of short-term cash flow loans obtained by the Academy. The Academy will make budget revisions in a manner prescribed by law. Within thirty (30) days of the Academy Board approving the budget (original and amended, if applicable), the Academy shall place a copy of that budget on the Academy's website within a section of the website that is accessible to the public.

o. Unless the College Charter Schools Office submits, within 5 days of submission, a copy of the budgetary assumptions submitted by the Academy to the Center for Educational Performance and Information (CEPI) and confirm that the submitted budgetary assumptions were used in the adoption of the Academy's annual budget.

p. Submit copies to the College Charter Schools Office of any periodic financial status reports required of the Academy by the Department of Treasury.

q. Provide copies of notices, reports and plans, including deficit elimination or enhanced deficit elimination plans, to the College Charter Schools Office under Section 1220 of the Code.

To the extent that any dates for the submission of materials by the Academy under Section 2.02 conflict with dates set forth in the Master Calendar, the dates in the Master Calendar shall control.

Section 2.03. Waiver and Delegation of Oversight Procedures. The College Board or its designee and the Academy may agree to modify or waive any of the Oversight Duties or Compliance Certification Duties. The College Board may delegate its Oversight Duties, or any portion of its Oversight Duties, to an officer of the College or other designee.

ARTICLE III

RECORDS AND REPORTS

Section 3.01. Records. The Academy will keep records in which complete and correct entries shall be made of all Compliance Certification Duties conducted, and these records shall be available for inspection at reasonable hours and under reasonable conditions by the Charter Schools Office.

ARTICLE IV

MISCELLANEOUS

Section 4.01. Administrative Fee. The Academy agrees to pay to the College Board an administrative fee of 3% of the State School Aid Payments received by the Academy. This fee shall be retained by the University Board from each State School Aid Payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for overseeing the Academy's compliance with the Contract and all Applicable Law and other related activities for which compensation is permissible. If the Academy elects to enter into a contract for an administrative review with the [University/ College/ District] Charter Schools Office, the costs of performing an administrative review shall not be part of the administrative fee under this section but shall be an added service provided by the [University/ College/ District] Charter Schools Office to the Academy on a fee for service basis, as authorized under the Code.

Section 4.02. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Academy and the College Board by this Agreement.

Section 4.03. Audit and Evaluation. The Academy:

- a. hereby authorizes the Charter Schools Office to perform audit and evaluation studies using Academy data including, but not limited to, personally identifiable information about the Academy's students and staff submitted by the Academy to agencies including, but not limited to, Center for Educational Performance and Information ("CEPI"), Office of Educational Assessment and Accountability ("OEAA") and the Michigan Department of Education ("MDE"). Pursuant to this authorization, the Charter Schools Office shall abide by the regulations that govern the use of student data within the Family Educational Rights and Privacy Act (FERPA - 34 CFR Part 99), the Michigan Identity Theft Protection Act of 2004, and the Privacy Act of 1974.

b. shall upon request, provide the Charter Schools Office with copies or view access to data, documents or information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, the State Board of Education, the Center for Educational Performance and Information, or any other state or federal agency.

Section 4.04. Fiscal Stress Notification from State Treasurer. If the State Treasurer notifies the Academy that the State Treasurer has declared the potential for Academy financial stress exists, the Academy shall provide a copy of the notice to the College Charter Schools Office. Within fifteen (15) days of receipt of the notification from the Academy, the College Charter Schools Office Director shall notify the Academy whether the College Charter Schools Office is interested in entering into a contract to perform an administrative review for the Academy. The parties shall consult with the Department of Treasury on the development of the contract and the contract for administrative review shall comply with the Code. If the College is not interested in performing an administrative review or the parties are unable to reach agreement on an administrative review, the Academy shall consider entering into a contract for an administrative review with an intermediate school district. Nothing in this section shall prohibit the Academy from electing to enter into a contract for an administrative review with an intermediate school district. Nothing in this section shall require the Academy from electing to enter or not enter into a contract for an administrative review with the University or an intermediate school district.

ARTICLE V

TRANSPARENCY PROVISION

Section 5.01. Information to Be Made Publicly Available by the Academy and ESP.

A. Information to Be Made Publicly Available by the Academy. The following described categories of information are specifically included within those to be made available to the public and the Charter Schools Office by the Academy in accordance with Section 12.17(a) of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board's meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget
9. Copies of bills paid for amounts of \$10,000.00 or more as submitted to the Academy

Board

10. Copy of the quarterly financial reports submitted to the Charter Schools Office
11. Copy of curriculum and other educational materials given to the Charter Schools Office
12. Copy of school improvement plan (if required)
13. Copies of facility leases, mortgages, modular leases and/or deeds
14. Copies of equipment leases
15. Proof of ownership for Academy owned vehicles and portable buildings
16. Copy of Academy Board approved ESP Agreement(s)
17. Copy of Academy Board approved services contract(s)
18. Office of Fire Safety certificate of occupancy for all Academy facilities
19. MDE letter of continuous use (if required)
20. Local County Health Department food service permit (if required)
21. Asbestos inspection report and Asbestos management plan (if required)
22. Boiler inspection certificate and lead based paint survey (if required)
23. Phase 1 environmental report (if required)
24. List of current Academy teachers and school administrators with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel
25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff
26. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators
27. Academy Board approved policies
28. Copy of the annual financial audit and any management letters issued to the Academy Board
29. Proof of insurance as required by the Contract
30. Any other information specifically required under the Code

B. Information to Be Made Publicly Available by the ESP. The following information is specifically included within the types of information available to the Academy by the Educational Service Provider (if any) in accordance with Section 12.17(b) of the Terms and Conditions:

1. Any information needed by the Academy in order to comply with its obligations to disclose the information listed under Section 5.01(A) above

Tab 5

CONTRACT SCHEDULE 5

DESCRIPTION OF STAFF RESPONSIBILITIES

DAVID ELLIS ACADEMY WEST

STAFF RESPONSIBILITIES

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ACADEMIC TEACHER / INSTRUCTOR

The Academic Teacher is an employee of Bardwell Group. He/she will present him/her self at all times as a professional emulating the high scholastic and moral character of the Academy. The teacher will report directly to the School Leader/Director and Instructional Supervisors. He/She must meet all applicable state certification and other requirements for position.

QUALIFICATIONS:

- Bachelors, or its equivalent, from an accredited institution
- Teacher certification meeting criteria established by the Teacher Preparation and Certification Division of the Michigan Department of Education
- Experience teaching children in a learning environment
- Possesses skills as a facilitator or coach; possesses the desire and will to be creative in teaching
- Able to develop and maintain constructive group relationships; exhibit expertise in the area of specialization

RESPONSIBILITIES:

- Develop and adhere to yearly, unit and daily lesson plans in relationship to the Academy's academic goals, curriculum and children's interests and abilities
- Develop and provide for learning activities that utilize the critical thought process; provide for learning activities, which include interactive discussion techniques and a "hands on" approach
- Develop and implement various in-house evaluation tools and assessment methods to measure student achievement
- Employ effective communication skills with students, parents and Academy administration
- At all times be sensitive to what students need and desire and provide the kinds of activities that are appropriate for the classroom and other learning activities
- Recommend students for specialized services such as Title I programming, accelerated learning, special education assessment, extra-curricular opportunities, etc
- Participate as a team player in decision-making processes at the Academy
- Treat each student and parent with dignity and respect while helping students become aware of their roles as an integral member of the group
- Provide intellectual stimulation and emotional support to students and maintain an environment conducive to learning

- Participate in staff training programs as recommended and/or required by the Instructional Supervisors, School Leader/Director, the Superintendent of Curriculum & Instruction, the Academy Board of Directors and other agencies
- Fulfill other duties and responsibilities assigned by the School Leader/Director or other Administration

ADMINISTRATIVE ASSISTANT

The Administrative Assistant is an employee of Bardwell Group. He/she is responsible for providing clerical and administrative assistance to the School Leader/Director, Administrator of Building Operations, and other staff. He/she will demonstrate a high degree of personal integrity and a willingness to perform duties in a confidential manner. He/She must meet all applicable state certification and other requirements for position. The Administrative Assistant shall report to the School Leader/Director and/or Administrator of Building Operations.

QUALIFICATIONS:

- High School Diploma
- Business courses
- Secretarial experience
- Basic word processing and data entry computer skills
- A willingness to continue professional development
- Ability to interact positively with the organization, staff, parents, students, and visitors

RESPONSIBILITIES:

- Process communication documents, administrative forms, brochures, curriculum guides, and other information and documents as necessary
- Maintain student files, records and other documents as necessary
- Answer telephone
- Organize and maintain forms, reports and other materials important to the Academy's operations
- Order supplies as necessary
- Other duties as may be assigned by the School Leader/Director and/or Administrator of Building Operations

ADMINISTRATOR OF BUILDING OPERATIONS / PUPIL ACCOUNTANT

The Administrator of Building Operations / Pupil Accountant shall be responsible for maintaining the day-to-day operations of the building including maintaining accurate pupil records and submitting various reports to the Michigan Department of Education and other agencies, as required. She/he shall oversee that instructors are maintaining student daily attendance and prepare all documentation necessary for annual pupil accounting audits.

The Administrator of Building Operations / Pupil Accountant is an employee of Bardwell Group and reports directly to the Superintendent of Curriculum & Instruction and CEO.

QUALIFICATIONS

- Two years of college preferred with several years of office experiences in a position of responsibility
- Several years administrative experience
- Skilled in developing positive inter-personal relationships
- High degree of personal and professional integrity
- Computer science skills
- Excellent communication skills
- Commitment to ethical standards involving student/parent information

RESPONSIBILITIES

- Supervise the planning and implementation of the daily program in accordance with the policies and educational philosophy of the Academy
- Secure sustained parent and community involvement in all programs that affect the Academy
- Develop and effectively maintain a personal work plan listing goals, activities, dates and results expected
- Actively be involved in developing a positive climate that is conducive to teaching and learning
- Implement school calendar and daily schedules
- Maintain a clean and safe physical plant, creating an environment that promotes student learning
- Over the operation of the Academy's student information database system (PowerSchool)
- Report pupil accounting in accordance with the Authorizer, the Intermediate School District (Wayne RESA), and the Michigan Department of Education (MDE)
- Enter data and maintain the Single Record Student Database (SRSD)

- Oversee requests, compilation, and filing of student records
- Develop and enforce office procedures
- Oversee supply orders
- Aid in documenting emergency drills
- Supervise the inputting and distribution of report cards and progress reports
- Assist with student discipline
- Other duties as may be assigned by the Superintendent of Curriculum & Instruction and CEO

BUILDING ENGINEER

The Building Engineer reads, understands and interprets blueprints, drawings, floor plans, schedules and manufacturers' operating and/or maintenance specifications as they relate to electrical, mechanical, HVAC and special equipment, building structures and finishes.

He/She is an employee of Bardwell Group and reports to the School Leader, Administrator of Building Operations, and Business Manager.

QUALIFICATIONS:

- High School Diploma
- An accredited post secondary vocational or technical school diploma preferred
- Ability to relate well to students and adults and proven experience maintaining a clean and safe learning / business environment
- Buildings & Safety Engineering Department license in Basic Boiler Plant Operations preferred
- Minimum of three years experience in operation/repair of boilers or similar power equipment in institutional, industrial or similar facilities required

RESPONSIBILITIES:

- Maintains, operates and performs minor and major repairs, modifications, replacements and installations on boilers and boiler support equipment and systems such as feed water pumps, chemical feed pumps, generators, heat exchangers, compressors, valves, safety devices, controls and other support equipment
- Performs preventive maintenance to include cleaning, inspecting, troubleshooting, adjusting, tightening, replacing, lubricating, reporting problems, and other similar tasks on boilers and boiler support equipment
- Performs boiler efficiency tests by analyzing fuel combustion, exhaust gasses and flame characteristics, and uses this analysis to adjust and calibrate boiler operation for maximum performance and efficiency
- Installs, tests, calibrates and maintains boiler control systems and devices to include combustion water treatment, safety, and building automatic temperature controls. Uses test instruments to calibrate devices, test systems, performance and diagnose problems
- Maintains, repairs, modifies, installs, and replaces control components including valves, dampers, controllers, relays, control panels, sensors, transmitters, meters, etc
- Inspects boilers and boiler support equipment on a regularly scheduled basis and records observed performance data

- Tests boiler water for suspended solids and hardness levels, and adjusts chemical feed apparatus accordingly
- Maintains, repairs, modifies, replaces and installs boiler and boiler support equipment to include water and fireside tubes, exhaust systems, pumps, motors, valves, compressors, heat exchangers, and related systems. Documents all work performed.
- Meets with School Leaders, Administrator of Building Operations, and Maintenance Supervisor to provide reports on building needs and conditions
- Responds to immediate safety and/or operational concerns (e.g. facility damage, alarms) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a functioning educational environment
- Maintains a clean and orderly boiler room, and paints boiler room surfaces and equipment when needed
- Assists contractors working on boiler room and building systems projects, and assists insurance inspectors and other inspecting agencies performing boiler and boiler support equipment inspections
- Works with school employees, service companies and contractors to maintain and improve the work environment
- Solicits price proposals from vendors for supplies, equipment, and/or repairs and assists with soliciting of price proposals from outside contractors
- Attends in-service training (e.g. blood borne pathogens, asbestos, first aid, etc.) for the purpose of receiving information on new and/or improved procedures
- Performs the duties and responsibilities of other positions within the building as skills and experiences permit
- Other responsibilities as assigned by the Administrator of Building Operations and/or School Leader/Director

BUSINESS MANAGER

The business manager is employed by Bardwell Group and will have a working knowledge of Generally Accepted Accounting Principles, Microsoft Excel, Microsoft Word, accounting software, excellent verbal and written communication skills, great customer service skills, be able to multi-task, highly organized, must pay attention to details and must possess confidentiality at all times. He/She must meet all applicable state certification and other requirements for position. The business manager shall report to the Controller and the CEO of Bardwell Group.

QUALIFICATIONS:

- Bachelor's Degree required
- 4 years or more experience in school accounting
- Ability to work successfully in a fast-paced environment while maintaining good relationships with co-workers and supervisors.
- Capacity to effectively communicate accounting related matters to all levels of staff and management
- Experience in Accounting/Finance

RESPONSIBILITIES

Accounts Payable/Purchase Order Duties:

- Maintain all David Ellis Academies, Accounts Payable vendor files: general, paid, open and recurring.
- Review and process all Accounts Payable invoices (vouchers) and check request
- Prepare and process all Accounts Payable checks
- Review and process all Purchase Orders
- Maintain and file:
 - Aged Trial Balance
 - A/P Check Register
 - Purchase Orders
- Reconcile month-end vendor statements to our records and correct as necessary
- Maintain records related to 1099's

- Ensure vendor packages have been completed for all approved vendors
- Vendor Analysis - Monthly
- Vendor/RFP contract coordination

General Ledger Duties:

- Working understanding of Michigan Dept. of Education chart of accounts,
- Complete and reconcile all Bank Reconciliation reports monthly,
- Process and maintain all new account input for Quickbooks
- Prepare Financial Statements for David Ellis Academies
- Prepare, update, maintain fixed assets
- Reconcile and post all Bond Statement entries monthly
- Setup and perform Operational Audits
- Manage and maintain E-Rate Program for David Ellis Academies
- Create and perform Lunch Room Audits (Bi-Annually)
- Maintain and manage Lunch Room Audit for Year-End Review
- Prepare and post biweekly Payroll J/E Postings
- Perform Account Analysis on all G/L accounts (Monthly)

Accounts Receivable Duties:

- Prepare and process weekly bank deposits (David Ellis Academies)
- Create intercompany invoices for reimbursable
- Posting Cash Receipts
- Maintain all 'Cash Receipts Journals'
- Posting Journal Entries
 - State Aid
 - Supplemental Revenues (Title I, Title II, IDEA, Misc. Wires, etc)

Payroll Duties:

- Import bi-weekly payrolls from Payroll 1 to school ledger
- Verify benefits postings and reconciliation

Other Duties:

- Engage in frequent communication with vendors, school leaders, management company contacts

- Ensure that all school reports comply with applicable governmental regulations, professional standards and school policies and procedures
- Comply with authorizer, state, and investor report requests
- Attend weekly Accounting Meeting
- 40 hours per academic year of professional development (i.e. MSBO Conference, MEIM classes, etc.)
- Other duties as assigned by the school management team

CUSTODIAN / MAINTENANCE

The custodian is an employee of Bardwell Group and reports to his/her immediate supervisor.

QUALIFICATIONS:

- High School Diploma
- Basic knowledge of common building repairs
- Ability to relate well to students and adults and proven experience maintaining a clean and safe learning / business environment
- Must meet all applicable state certification and other requirements for position

RESPONSIBILITIES:

- Maintain floors, furnishings, walls, doors, and fixtures in a clean, safe, operable and presentable condition
- Sanitize toilets and wash basins daily, dispose of trash
- Change light bulbs when needed
- Make minor repairs and recommend when outside contractor is needed
- Keep toilet tissue, paper towels, soap dispensers adequately supplied
- Wax and polish occasionally
- Keep entrances, walks, porches, parking areas swept, free of debris and obstruction.
- Assist in all housekeeping duties
- Assist in setting up and putting away heavy equipment
- Lock doors, put away outdoor equipment, close and lock windows and see that building is secured for the evening
- Develop and monitor, in collaboration with the School Leader/Director and other faculty, a regular maintenance and cleaning schedule aimed at keeping the premises and facility in top condition at all times
- Maintain and monitor inventory for all cleaning and miscellaneous building supplies
- Maintain certification in asbestos training
- Other responsibilities as assigned by the Maintenance Supervisor, School Leader/Director, and/or Administrator of Building Operations.

DATA ASSESSMENT COORDINATOR

The Data Assessment Coordinator is an employee of Bardwell Group and is responsible for administering and leading all district assessments. The Coordinator ensures district compliance in specific assessment procedures and practices.

QUALIFICATIONS:

- Bachelors degree or higher with coursework in mathematics, statistics, Curriculum/Assessment or related field
- Michigan teaching certificate or administrator certificate preferred
- Five years teaching experience preferred
- Demonstrated ability to provide leadership resulting in teamwork and collaborative working relationships
- Demonstrated leadership in the ability to work cooperatively with colleagues to attain the vision
- Evidence of ability to establish working relationships that result in mutual respect
- Ability to communicate effectively as a writer, speaker and presenter
- Demonstrate knowledge with various computer information and data management systems (i.e. Microsoft Excel), in addition to general proficiency and problem solving regarding information
- Knowledge of federal and state educational mandates
- Good interpersonal and public relations skills
- Ability to multitask with ease, prioritizing appropriately
- Proven track record of delivering accurate, comprehensive results within tight deadlines

RESPONSIBILITIES:

- Administration of State required assessments across schools and classrooms and oversight of all test administration for PreK-12 programs
- Directs the development, administration and management of all District assessment programs
- Provides leadership and representation on assessment related committees, taskforces and workgroups as directed
- Serves as central resource for statistics, data and related information needed for building and district School Improvement Plans/NCA Advanced/MAP/MSTEP
- Provides leadership and coordinates the use of district assessment systems (e.g., systems used for common assessments, universal screening, MAP, and MSTEP)
- Provides assessment data and leadership to building and district administration in interpreting student testing data for analysis of student growth and achievement
- Provides student growth data to be used in staff evaluation of programs and instruction

- Plans, organizes, controls and directs all required district assessments
- Works collaboratively with Superintendent, building administrators, school staff and educators
- Prepares presentations that analyze and interpret assessment results for schools, administrators, school board and the public
- Supports consistent and effective use of internal assessments for the schools and classrooms
- Supplies data to ensure that the schools meet State requirements for annual education reports
- Coordinates all requests for school data in compliance with school policies
- Perform such other tasks and assume such other responsibilities as may be assigned by the Superintendent

FOOD SERVICE SUPERVISOR

The Food Service Supervisor is an employee of Bardwell Group and reports to the School Leader/Director and/or Administrator of Building Operations.

SUMMARY OF WORK

- Administers the food service program in a multiple-site program according to policies and procedures, and federal/state requirements
- Supervises and trains foodservice personnel
- Ensures high standards of food preparation and service with emphasis on menu appeal and nutritional value
- Maintains high standards of sanitation and safety
- Maintains records of income and expenditures, food, supplies, personnel and equipment
- Facilitates cooperation with education partners such as administrators, teachers, parents and students
- He/She must meet all applicable state certification and other requirements for position

RESPONSIBILITIES

- Works with food service vendor to ensure that USDA Meal Pattern and nutritional requirements are met
- Shop for breakfast items and oversee the preparation of breakfast
- Develop catering menu for monthly staff breakfast and upon request from school leader
- Plans menu adaptations for children with special needs
- Enforces federal and state regulations regarding nutritional standards, reports and records
- Prepares and maintains all records for required audits and reviews
- Oversees the administration of the district's free and reduced price meals program according to federal regulations

- Ensure that established sanitation and safety standards are maintained
- Maintains an efficient food service operation and a high quality food service staff by recruiting, selecting, training, scheduling, supervising and evaluating all food service personnel
 - a. Ensure the successful operation of servicing students on a daily basis during breakfast and lunch
 - b. Monitor the floor to ensure that lunch aides are in place and performing their duties satisfactorily
- Communicate food service needs to vendor daily regarding food count for the following school day
- Troubleshoot and correct issues, complaints and problems within your department in a timely manner

Instructional Supervisor

The Instructional Supervisor is an employee of Bardwell Group and has a responsibility to facilitate the supervision of instructional staff.

QUALIFICATIONS:

- Masters degree with a concentration in Curriculum and Instruction, or its equivalent, from an accredited institution
- Teacher certification meeting criteria established by the Teacher Preparation and Certification Division of the Michigan Department of Education
- Experience teaching children in a learning environment.
- At least 3 years experience in supervision is preferred.
- At least 3 years lead teacher experience

Must meet all applicable state certification and other requirements for position

RESPONSIBILITIES

- Review lesson plans weekly and evaluate correlation to state standards, variance for differentiated instruction, creativity, and rigor. Give written feedback when necessary and provide documentation to the building leader.
- Monitor grade book for teachers assigned to you. Grades should reflect the minimum requirements as specified by the policy. Give feedback by way of email when teachers are not compliant and copy the building leader.
- Major concerns must be reported or discussed with the building leader in a timely manner.
- Oversee the Curriculum Coordinator's execution of services and in collaboration with the building leader give the final word on curricular matters.
- Facilitate with the building leaders and curriculum coordinator the development, maintenance, and revisions of curriculum documents on a systematic review and analysis schedule. The group will complete a written timeline for doing so by mid-fall of 2016.
- Assist in leading the school improvement team. Supervisors may divide the assignment to work specifically with one school rather than both.
- Assist achievement coaches
- Provide ongoing effective communication with the leadership team, support staff and teachers.

- Conduct a systematic review of Academy curriculum and instructional materials to determine relevance and to ensure their correlation to the Common Core standards as updated
- Work with curriculum coordinator to ensure curricular alignment in all grade levels
- In collaboration with the building leader and the Bardwell issued template, determine a schedule for class visitations on a weekly basis to ensure that all staff probationary and permanent is performing at a satisfactory level.
- Assist in the planning and implementation of effective staff development activities that address the mission of the district, program evaluation outcomes, best practices, and input from teachers and others. Collaborate with building leaders when utilizing staff to conduct professional development sessions.
- Teach model lessons to aide teachers when necessary
- Motivate the instructional staff to achieve improvement goals
- Serve as PLC Leader
- Determine a schedule for attending and monitoring grade level meetings. Determine a basic agenda that teams will use for weekly meetings. The teams should provide sign in sheets and evidence of compliance.
- Assist with student discipline only when necessary
- Facilitate parent meetings when necessary
- Fulfill other duties and responsibilities as assigned by the CEO in collaboration with the building leaders.

LUNCH AIDE

The lunch aide is an employee of Bardwell Group and reports to the Food Service Supervisor.

QUALIFICATIONS

- High School Diploma and/or experience working with supervising children
- Ability to work collaboratively with others
- Proven track record of working or volunteering for organizations where they have directly participated in implementing and maintain a regular schedule
- Ability to cooperate with others
- Ability to communicate and interact effectively with others, especially students and parents
- Lunch aides must meet all applicable state certification and other requirements for position

RESPONSIBILITIES

- Maintain a safe and orderly environment during lunch time
- Assist children, especially the younger children with preparing for lunch, eating their meals and cleaning up when done
- Be willing to complete training in basic first aid and safety
- Work collaboratively and cooperatively with teachers, parents, and other staff
- Other duties as assigned by the School Leader/Director and Supervisor

MAINTENANCE SUPERVISOR

The Maintenance Supervisor is responsible for the daily custodial operations, maintaining a sanitary and safe facility for students, employees and the public; minimizing property damage, loss and liability exposure; ensuring that assignments are completed in a safe, proper and timely manner and overseeing and supporting assigned custodians in the performance of their assignments.

He/She is an employee of Bardwell Group and reports to the School Leader, Administrator of Building Operations, and Business Manager.

QUALIFICATIONS:

- High School Diploma
- Basic knowledge of common building repairs
- Ability to relate well to students and adults and proven experience maintaining a clean and safe learning / business environment
- Must meet all applicable state certification and other requirements for position

RESPONSIBILITIES:

- Cleans assigned school facilities (e.g. classrooms, offices, gym, restrooms, grounds) for the purpose of maintaining a sanitary, safe work environment
- Delivers various items and materials (e.g. supplies, mail, packages, furniture) for the purpose of ensuring adequate supplies to the appropriate parties
- Informs students, other site personnel and supervisor for the purpose of providing information regarding activities, safety and/or proper maintenance of facilities
- Inspects school facilities for the purpose of ensuring that the site is suitable for safe operations, maintained in clean condition, and identifying necessary repairs
- Leads, directs and assists in organizing written work schedules and written performance inspections of custodial employees
- Maintains active custodial substitute lists for the purpose of scheduling substitutes as necessary, including floating custodian assignments
- Oversees minor maintenance work performed by custodial staff
- Maintains inventory of supplies
- Meets with School Leaders, Administrator of Building Operations, and custodians to provide reports on building needs and conditions

- Responds to immediate safety and/or operational concerns (e.g. facility damage, alarms) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a functioning educational environment
- Checks buildings and grounds to ensure that they are properly cleaned
- Ensures shrubs, lawns and flower beds are trimmed clean and safe
- Arranges furniture and equipment for the purpose of providing adequate preparations for meetings, classroom activities and events
- Works with school employees, service companies and contractors to maintain and improve the work environment
- Solicits price proposals from vendors for supplies and equipment and assists with soliciting of price proposals from outside contractors
- Instructs custodial employees on how to respond to system failures, location shut off procedures for water, fire sprinklers, gas and electric
- Attends in-service training (e.g. blood borne pathogens, cleaning solvents, floor care, first aid, etc.) for the purpose of receiving information on new and/or improved procedures
- Maintain certification in asbestos training
- Other responsibilities as assigned by the Administrator of Building Operations and/or School Leader/Director

MATH SPECIALIST

The job of the Math Specialist is done for the purpose of providing math instructional assistance for qualifying Tier 2 and Tier 3 students. The Math Specialist is an employee of Bardwell Group and reports to the Instructional Supervisors, School Leader/Director, and Superintendent of Curriculum & Instruction.

QUALIFICATIONS:

- Bachelor Degree or above from an accredited four-year college or university. Masters degree preferred
- Valid Michigan Teacher's Certificate for the appropriate grade level and/or subject matter
 - Math Endorsement
- Minimum of 3 years of successful teaching experience with at least 2 years in the K-12 classroom
- Must meet all applicable state certification and other requirements for position

RESPONSIBILITIES:

Instructional Program: The Reading Specialist's full-time job is to improve Reading instruction and to provide targeted reading intervention to students in the school. Instructional responsibilities include:

- A math instruction and assessment resource to classroom teachers
- Conducts math in-service trainings
- Coordinates Math nights for parents and families
- Maintains math records on student achievement if needed for Title 1 reporting
- Administer math instruction for Tier 2 and Tier 3 to close achievement gap
- Meets and collaborates with other Math Specialists in the District
- Participates in PLCs to discuss math data.
- Plans math instruction for Tier 2 and Tier 3
- Prepares and interprets math data, formal and informal, developing best practice suggestions
- Performs other duties as assigned

➤ **Staff Development:**

- Provide resources and training opportunities for professional growth for classroom teachers (e.g., through in-service courses, workshops, seminars, conferences etc. as approved by the Superintendent/Academic Director) on evidence-based math research and practices
- Provide for his/her own professional growth by attending in-service courses, workshops, seminars, conferences etc...
- Act as a catalyst for building a school learning community that focuses on integrated learning, building connections across grades

PARAPROFESSIONAL

The Paraprofessional is an employee of Bardwell Group. He/she will help the teacher or teachers assigned to in an effective and timely manner while at all times displaying a willing attitude to enhance the efforts of the Academy. He/she will use appropriate materials, provided by the instructor, to aid students in areas of academic weakness. Paraprofessionals will have a functional relationship with the teachers they are assigned to and a direct reporting relationship to the Instructional Supervisors and School Leader/Director.

QUALIFICATIONS

All Title I Paraprofessionals hired after January 8, 2002 will meet the requirements of the No Child Left Behind Act of 2001 including: will have completed at least two years of study at an institution of higher education; obtained an associate's degree or met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment of knowledge the ability to assist in instructing: 1) reading, writing and mathematics, or b) reading readiness writing readiness and mathematics readiness.

All Title I Paraprofessionals hired before January 8, 2002 must meet the above requirements within four year of this date. These specific federal requirements do not apply to any paraprofessional who: 1) are proficient in English and another language and act primarily as translators; or 2) conduct only parental involvement activities. Must meet all applicable state certification and other requirements for position.

RESPONSIBILITIES

- Provide assistance with small group instruction within the classroom
- Prepare and submit weekly reports on student progress or lack of progress
- Confer with the classroom instructor on a weekly basis regarding supplemental instructional material for students
- Display the ability to communicate and convey ideas to students, parents and instructors
- Maintain high ethical and professional integrity

- Participate in professional development as assigned and mandated by the No Child Left Behind Act of 2001
- Other duties that may be requested by classroom instructors and approved by the School Leader/Director, or directly assigned by the School Leader/Director

PAYROLL ADMINISTRATOR

The Payroll Administrator is an employee of Bardwell Group and reports to the Business Manager and Human Resources Director.

QUALIFICATIONS:

- Must meet all applicable state certification and other requirements for position
- Associate's degree (A.A) or equivalent from a two-year college or technical school or one or more years related experience and/or training; or equivalent combination of education and experience
- College degree is preferred
- 2-3 years of payroll experience required
- Strong knowledge of NovaTime/Payroll 1 is essential
- Solid understanding of payroll and payroll tax laws is also a must
- Proficiency in Word and Excel
- Clear written and verbal communications
- Organize and write procedures in a logical/methodical manner
- Good time management skills
- Excellent attention to detail
- Work well in a team environment
- Able to maintain confidential information

RESPONSIBILITIES:

- Compile payroll data such as garnishments, vacation time, insurance and 401(k) deductions
- Poll electronic time clocks (NovaTime software) and review the downloaded information for completeness and accuracy
- Contact various department supervisors for any missed times
- Process weekly transfer of payroll data to Payroll 1
- Pull many internal management reports from Payroll 1/NovaTime software
- Other duties may be assigned to meet business needs

READING SPECIALIST

The Reading Specialist is a specially prepared professional who has responsibility for the literacy performance of readers in general or struggling readers in particular within the school.

The Reading Specialist is an employee of Bardwell Group and reports to the Instructional Supervisors, School Leader/Director, and Superintendent of Curriculum & Instruction.

QUALIFICATIONS:

- Bachelors, or its equivalent, from an accredited institution
- Michigan K-6 Elementary Teaching Certification with a Reading Specialist endorsement
- Minimum of 3 years of successful teaching experience with at least 2 years in the K-12 classroom
- Must meet all applicable state certification and other requirements for position

RESPONSIBILITIES:

Instructional Program: The Reading Specialist's full-time job is to improve Reading instruction and to provide targeted reading intervention to students in the school. Instructional responsibilities include:

- Promote interest in reading
- Implement, maintain, and evaluate the reading curriculum in grades K-8
- Coordinate the school reading and language arts and primary programs
- Coach (e.g. co-teach, model, demonstrate, observe, and provide feedback) classroom teachers on the implementation of core and intervention approaches for K-8 reading and the use of formative assessment data as the basis for instructional decision making; use scaffolding techniques to help teachers become comfortable in implementing evidence-based instructional practices
- Provide support for the implementation of the comprehensive reading program and approach selected by PCA that addresses the five components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies) in a systematic manner
- Become familiar with the administration and interpretation of in-depth diagnostic measures or additional assessments commonly used in the school

- Coordinate reading assessments at appropriate grade levels and assist teachers in analyzing the test results
- Assist teachers with instructional reading intervention strategies and procedures
- Evaluate students with severe reading problems that may require additional support services
- Monitor and track individual student progress in reading
- Model reading and language arts instruction in K-8 classrooms
- Assist in assuring continuity between regular programs and other special areas
- Collaboratively select and coordinate all reading and language arts materials used in the classrooms with approval by Administration
- Submit appropriate data and reports
- Perform other duties as assigned

➤ **Staff Development:**

- Provide resources and training opportunities for professional growth for classroom teachers (e.g., through in-service courses, workshops, seminars, conferences etc. as approved by the Superintendent of Curriculum & Instruction) on evidence-based reading research and practices
- Provide for his/her own professional growth by attending in-service courses, workshops, seminars, conferences etc...
- Act as a catalyst for building a school learning community that focuses on integrated learning, building connections across grades

SCHOOL LEADER

The School Leader will oversee the instructional programs of the Academy including the following three focus areas:

- | | |
|--------------|---|
| Instruction: | Promoting and maintaining a productive, creative and caring atmosphere in which every student can experience success. |
| Performance: | Fostering an environment where students and staff are challenged to reach their greatest potential. |
| Evaluation: | Gathering and compiling data to determine if Academy's vision, mission, goals and objectives are being met. |

The School Leader reports directly to the CEO. And he/she must meet all applicable state certification and other requirements for position.

QUALIFICATIONS

- Master's Degree in Education or an equivalent degree from an accredited institution
- Several years administrative and/or curriculum development and teaching experience
- Understands the changing and creative environment that leads to academic excellence
- A commitment to the ethical standards of personnel practices and willingness to continue professional development
- High degree of personal and professional integrity
- Skilled in developing positive inter-personal relationships

RESPONSIBILITIES

- Supervise the planning and implementation of the daily program in accordance with the policies and educational philosophy of the Academy
- Secure sustained parent and community involvement in all programs that affect the Academy
- Develop and effectively maintain a personal work plan listing goals, activities, dates and results expected
- Develop and administer a periodic evaluation tool to measure the effectiveness of teacher's teaching methods and interpersonal skills
- Actively be involved in collaborative efforts of the teaching staff to enhance education at the Academy; develop a positive climate that is conducive to teaching and learning
- Enable synergy to be the thrust of education excellence; providing assistance to the teachers in planning, classroom management, student evaluation and the delivery of the instructional programs

- Develop and oversee the implementation of training and professional development plans matched to school improvement strategies
- Assist in developing and monitoring budget for instructional area, summer school, consolidated application, and other programs as designated by Bardwell
- Develop and implement school calendar and daily schedules
- Maintain a clean and safe physical plant, creating an environment that promotes student learning
- Fulfill other duties and responsibilities assigned by the CEO

SCHOOL SOCIAL WORKER

School social workers assist students with academic learning by providing strategic services that identify and address the social-emotional-environmental issues that interfere with the educational process. Working with parents/guardians, teachers, school principal/principal's designee, and community based resources, the school social worker implements strategies that promote students' positive school adjustment. Each social worker is assigned to the school(s) based upon identified needs of the student population. School social Workers must meet all applicable state certification and other requirements for position.

The school social worker is an employee of Bardwell Group and reports to the School Leader/Director.

QUALIFICATIONS

- Master's degree in social work from an accredited university
- Twenty (20) contact hours of practice area specific continuing professional education
- One of the following: Current CSW- level state social worker license, or a current exam-based school social work license, registration, or certification issued by the Michigan Department of Education

RESPONSIBILITIES

- Identifies and assesses academic problems through analysis of factors impinging on student adjustment including factors in the home, school, and community
- Serves as a liaison between families and the school to positively promote collaborative processes in educational planning for students by encouraging parent/guardian participation in the school setting
- Completes psychosocial assessments to assist in the determination of special education services
- Determines and implements appropriate therapeutic strategies to effect changes in behavioral-social interactions of students and their families
- Provides individual and group therapeutic counseling to students and their families
- Provides parent/guardian educational workshops on identified issues related to child development, stress reduction, discipline and safety, and teacher/parent/student communication
- Collaborates with school staff and other school system personnel in implementing strategies

to promote student learning

- Participate as members of the IEP, SST, and other school based teams to develop interventions for promoting students' academic success
- Serves on both school-based and system-wide committees to address educational issues, adjustment problems, safety issues, and program development for students.
- Provides crisis intervention services
- Provides social work case management for students and families
- Provides staff consultation on behavioral-emotional-environmental issues affecting student participation in the learning process
- Conducts staff development on issues related to social-emotional-environmental factors that impact learning
- Develops programs to address parent/guardian participation in the school and student engagement in the educational process
- Conducts classroom meetings, psycho-educational social skills groups, and classroom presentations on identified areas of concern for the students
- Maintains required clinical records and submits appropriate documents for statistical reports with adherence to program standards in school social work
- Conducts home visits related to establishing communication and positive connections between the parent/guardian and school setting around identified issues
- Completes risk assessments on referred students
- Completes functional behavior assessments on identified students.
- Completes classroom observations
- Serves as liaison with community agencies and assists in fostering communication between schools, parents/guardians, and community leaders
- Locates and mobilizes community resources to support the educational program
- Attends meetings and professional development activities as required

SENIOR INFORMATION TECHNOLOGY PERSONNEL

The job of the Senior Information Technology Personnel was established for the purpose/s of designing, configuring, installing, maintaining, and repairing network systems, subsystems and servers; overseeing the computer/server room operation and environment; providing information, direction and/or recommendations regarding network installations and configurations including television, intercom, telephone and wireless systems; resolving network operational issues; and providing technical support to staff.

The Senior Information Technology Personnel is an employee of Bardwell Group and reports to the CEO.

QUALIFICATIONS:

- Bachelor's degree in job related area or 5 or more years of experience
- Ability to work independently under broad organizational guidelines to achieve unit objectives
- Ability to manage a department
- Ability to be flexible and independently work with others in a wide variety of circumstances
- Independent problem solving is required to analyze issues and create action plans
- Specific ability-based competencies required to satisfactorily perform the functions of the job include:
 - setting priorities; establishing effective relationships; being attentive to detail; conveying technical information to non-technical audiences; and working nonstandard hours when necessary
- Knowledge in the following areas:
 - Computer hardware and software systems and programs
 - Computer networks, network administration and network installation
 - Computer troubleshooting
 - Computer viruses and security
 - E-mail and internet programs
- Specific skill-based competencies required to satisfactorily perform the functions of the job include:
 - utilizing pertinent network, application, operating system monitoring and troubleshooting software; adhering to safety practices; planning and managing projects; and preparing and maintaining accurate records

RESPONSIBILITIES:

- Administer systems and servers related to LAN and WAN (e.g. email systems, accounts, print queue, workstation ID, IP assignments, computer labs, classroom computers, security, antivirus, spyware, etc.) for the purpose of ensuring availability of services to authorized users
- Troubleshoot hardware, software and network operating system

- Install network (client and server) software on a variety of platforms (e.g. service packs, application software, operating software, hardware upgrades, etc.) for the purpose of upgrading and maintaining WAN/LAN and telecommunication systems
- Maintain network operations and software applications (e.g. servers (file, print, application, WEB, database, proxy, etc.), operating systems, server backup, routine maintenance programs, etc.) for the purpose of ensuring efficient operations
- Provide network access to staff and students
- Provide orientation to new users of existing technology
- Manage assigned projects and program components including television, intercom and wireless services (e.g. migration to new systems, scheduling installations, product research, etc.).
- Monitor security of all technology
- Maintain current and accurate inventory of technology hardware, software and resources
- Prepare written materials (e.g. procedures, system level documentation, reports, memos, letters, budgets, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information
- Recommend equipment, supplies and materials (e.g. purchase equipment, lease equipment, etc.) for the purpose of acquiring required items and completing jobs efficiently
- Recommend policies, procedures and/or actions for the purpose of providing direction for meeting the school's goals and objectives
- Research trends, products, equipment, tests, etc. for the purpose of recommending procedures and/or purchases
- Respond to trouble tickets/inquiries from a variety of sources (e.g. staff, administrators, school site personnel, outside vendors and service providers, etc.) for the purpose of providing technical assistance and troubleshooting support
- Train staff (primarily within the technology area) for the purpose of ensuring their ability to use new and/or existing operating systems and application software
- Transport various items for the purpose of ensuring the availability of materials required at the job site
- Troubleshoot malfunctions of network hardware and/or software applications within the school's local and wide area networks, television, wireless, intercom, telephones and security systems (e.g. servers, hubs, routers, network protocols, etc.) for the purpose of resolving operational issues and restoring services
- Fulfill other duties and responsibilities as assigned by the CEO and Administration

SPECIAL EDUCATION/RESOURCE ROOM INSTRUCTOR

The special education/resource room instructor is an employee of Bardwell Group and reports to School Leader.

QUALIFICATIONS:

- Bachelor's degree or higher
- Michigan Teacher's Certification and highly qualified with endorsement in an area of special education
- At least 2-3 years of experience
- Familiar with IDEA, NCLB, State and local laws, and WRESA compliance rules and regulations
- Must meet all applicable state certification and other requirements for position

RESPONSIBILITIES:

- Prepare all pertinent paperwork and forms in preparing for initials and annuals IEPs in consultation with parents and IEP team members
- Design instruction, both individual and small group, which parallels the general education curriculum
- Articulate curriculum between and among student levels
- Work in partnership with general education staff in implementing student's IEP modifications and accommodations
- Monitor student progress quarterly
- Participate in review and revision of IEP, as appropriate
- Assist RTI team in development of planned remediation and evaluation of student progress prior to being referred for special education consideration
- Maintain appropriate student data and other records and submit monthly reports
- Maintain accurate attendance records
- Participating in staff development
- Other duties as assigned

STUDENT ACHIEVEMENT COACH

This job description is not a stand-alone job description, but a rider to our basic education and exceptional education job descriptions. In addition to modeling the implementation of exemplary educational practices with students in the classroom, this instructor will serve as a school-based instructional leader and coach. The Student Achievement Coach must meet all applicable state certification and other requirements for position.

The Student Achievement Coach is an employee of Bardwell Group and reports to the Instructional Supervisor, School Leader/Director, and Superintendent of Curriculum & Instruction.

REQUIRED QUALIFICATIONS:

- Valid Michigan Department of Education Teacher Certificate in area of assignment
- Minimum of four years of successful K-12 classroom teaching experience in the area of assignment
- Demonstrates knowledge of K-9 common core curriculum and integrating technology into the curriculum

DESIRED QUALIFICATIONS:

- Professional development in the areas of:
 - Research-based exemplary practices in curriculum, differentiated instruction, technology integration and assessment
 - Communication skills
 - Leadership development
 - Classroom management
 - Peer observation, coaching, mentoring and conferencing skills
 - Student and parent conferencing skills
- Master's degree with a concentration on curriculum from an accredited institution. Reading endorsement preferred.

KNOWLEDGE, SKILLS, AND ABILITIES

- Develop a program or coaching cycle to successfully coach teachers
- Knowledge of K-2 standards-based curriculum and K-8 common core curriculum instruction and assessment as they relate to each other and influence student achievement
- Highly skilled at implementing exemplary educational practices resulting in demonstrated student achievement gains
- Ability to lead colleagues by utilizing effective communication and leadership skills

SUPERVISES: Not Applicable

RESPONSIBILITIES:**➤ Professional Development**

- Assist with school wide data analysis, as part of a professional development needs assessment
- Observe and provide follow-up related to professional development for the purpose of insuring implementation of exemplary practices
- Demonstrate continued professional growth through self-directed as well as defined professional development opportunities, which may include additional training, professional learning communities, outside research, and reading professional literature
- Assist in the coordination of school based professional development opportunities linked to individual professional development plans and job competencies
- Conducts/Assists IS's with PD based upon needs of each site

➤ Coaching

- Establish a model demonstration classroom of research-based exemplary practices for the purpose of collegial observations
- Assist teachers with writing lesson plans to support the curriculum
- Regularly demonstrate model lessons and share expertise with other teachers in both formal and informal settings
- Regularly observe and provide feedback to teachers
- Assist teachers with teaching and learning strategies, processes and procedures of requirements regarding assigned programs and initiatives
- Data Analysis with grade level teams

➤ Curriculum, Instruction and Assessment

- Assist in the development and implementation of standards-based curriculum and assessment opportunities, and research-based instructional best practices
- Collaborate with colleagues to develop exemplary lessons and units
- Assist teachers in understanding the use of formative and summative assessments in order to differentiate and improve instructional practices and strategies
- Informal weekly walkthroughs/observations using Charlotte Danielson rubric
- Share/discuss formative assessments with teachers
- Share/discuss various types of instructional strategies
- Model effective instructional strategies based on individual needs

➤ Communication

- Demonstrate effective communication skills when working collaboratively and coaching others
- Model appropriate communication skills and tools matched to the needs of various audiences and purposes
- Create and provide timelines, calendars and schedules regarding modeling, coaching and support
- Serve as a liaison between the school site and district staff
- AC's will meet with their assigned teacher one time every 10 days and document evidence

- AC's will create their schedule to coincide with their teacher prep time, allowing feedback to occur.
- Academic Coaches will meet on a regular basis

➤ **Leadership**

- Support and assist in implementing the district vision, school mission and school improvement plan
- Demonstrate the knowledge, skills and disposition of a change agent
- Apply the process and principles of change toward improved educational practice

➤ **Other**

- Perform other duties as assigned

STUDENT SERVICES COORDINATOR

The Student Services Coordinator shall instruct students to become self-directed learners while participating in a rigorous curriculum and environment in which students are physically, psychologically, and emotionally safe with the ultimate outcome being that all students are prepared to positively contribute to our changing global society and graduate with the skills to succeed in college and/or a chosen career.

The mission of the Student Services Coordinator is to advocate for the equity, access, and success of all students in their personal, social, career and academic development so that they can achieve their fullest potential, compete globally in the work force and contribute positively to society.

REQUIRED QUALIFICATIONS:

- Valid Michigan Department of Education Teacher Certificate
- Minimum of four years of successful K-12 classroom teaching experience
- Demonstrates knowledge of K-9 common core curriculum and integrating technology into the curriculum

KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of K-2 standards-based curriculum and K-8 common core curriculum instruction and assessment as they relate to each other and influence student achievement
- Highly skilled at implementing exemplary educational practices resulting in demonstrated student achievement gains
- Ability to lead colleagues by utilizing effective communication and leadership skills

SUPERVISES: Not Applicable

RESPONSIBILITIES:

- Academic support, including organizational, study and test-taking skills
- Goal setting and decision-making
- Career awareness, exploration and planning
- Education on understanding self and others
- Communication, problem-solving and conflict resolution
- Multicultural/diversity awareness
- Individual student planning
- **Academic planning**
 - Goal setting/decision- making
 - Education on understanding of self, including strengths and weaknesses
 - Transition plans

➤ **Proactive Services**

- Individual and small-group academic counseling
- Individual/family/school crisis academic intervention
- Consultation/collaboration
- Referrals

➤ **System Support**

- Professional development
- MTSS coordinator
- 31-A Program management and operation

➤ **Collaboration with:**

- Parents (PSTA)
- Parent education (Parent University)
- Communication/networking
- Academic planning
- College/career awareness programs
- One-on-one parent conferencing
- Interpretation of assessment results

➤ **Teachers**

- Classroom guidance activities and speakers
- Academic support, including learning style assessment and education to help students succeed academically
- At-risk student identification and implementation of interventions to enhance success

➤ **Administrators**

- School climate
- School-wide needs assessments
- Student data and results
- Student assistance team building

➤ **Students**

- Peer education
- Peer support
- Academic support
- School climate
- Leadership development
- Community
- Field trips/service learning
- Referrals
- Parenting classes
- Support groups
- Career education (high school)

SUPERINTENDENT OF CURRICULUM & INSTRUCTION

The Superintendent of Curriculum & Instruction is employed by Bardwell Group and reports directly to the President/CEO of Bardwell and is the key individual responsible for developing and implementing both near-term and long-term plans for the education department. Additionally, this individual will coordinate, define and communicate integrated plans for the growth and development in all educational areas. He/she is part of the Management Team, but has close day-to-day interaction with and reporting responsibility to the Campus School Leaders. The ideal candidate combines both strategic thinking and strong execution skills across various forms of education styles. The Superintendent of Curriculum & Instruction must meet all applicable state certification and other requirements for position.

QUALIFICATIONS:

- Masters degree in a field of education and teaching experience required
- Five or more years of management or supervisory experience in a public educational facility
- Orientation toward results
- Ability to multi-task in a fast paced environment
- An ongoing customer focus
- The highest levels of integrity at all times

RESPONSIBILITIES:

- Develop and implement educational activities both strategic and operational, including metrics to track and evaluate progress
- Ensure campus compliance with state Department of Education, accreditation, regulations and policies, including coordinating the educational activities in the
- Institutional Effectiveness Plan (IEP)
- Research and identify trends and needs and establish program directions accordingly
- Assess quality of program operations. Modify existing program services or create new program offerings to maintain or enhance program standing
- Set and communicate program priorities and performance standards and assess operations using these criteria
- Provides for quality assurance reviews and addresses areas in need of attention
- Monitor attrition analysis and assists with campus issues relating to retention
- Coordinate strategies with college leadership staff to achieve desired organizational results in areas of customer satisfaction, student retention, graduation rates and satisfactory student progress
- Provide leadership to ensure campuses maintain satisfactory academic progress in the areas of attendance, grades, matriculation, and graduation

- Assist in developing and managing the educational budget
- Facilitate creative changes in educational programming, processes, and procedures
- Develop business plans and projections for assigned education projects and proposed projects
- Lead campuses in program direction, development of goals, and objectives
- Establish and maintain compliance with academic policy and procedure
- This position in conjunction with Campus School Leaders will oversee:
 - faculty recruitment
 - orientation
 - course assignments
 - management including
 - professional development
 - evaluation and curriculum implementation
 - control and calculation and awarding of faculty performance
- Perform other duties as assigned.

31A/RTI/TITLE I TUTORS

Tutors will help the teacher or teachers assigned to in an effective and timely manner while at all times displaying a willing attitude to enhance the efforts of the Academy. 31A/RTI/Title I Tutors will have a functional relationship with the teachers they are assigned to and a direct reporting relationship to the Instructional Supervisors and School Leader/Director.

31A/RTI/Title I tutors are employees of Bardwell Group and report to the Instructional Supervisors and School Leader/Director.

QUALIFICATIONS

- Associates Degree or the equivalent of two years of college credits
- At least two years' tutoring experience is preferred
- Possesses a positive attitude
- A desire to learn and follow instruction
- Good interpersonal skill towards administration, staff and students
- A high degree of emotional and physical stamina and the ability to cope with daily job requirements

RESPONSIBILITIES:

- Work with individual students in a mentoring and/or tutoring capacity
- Provide assistance with small group instruction outside of the classroom
- Demonstrate initiative, energy and perseverance in accomplishing assigned tasks and objectives
- Demonstrate basic working knowledge of available instructional materials and the latest teaching techniques
- Display the ability to communicate effectively with the organization, staff, students and parents
- Maintain high ethical and professional integrity
- Treat each student and parent with dignity and respect while helping students become aware of their roles as an integral member of the group
- Oversee lab areas to which assigned including inventory and general lab appearance
- Other duties as may be assigned by the School Leader/Director

Educational Service Provider Agreement

The Academy's Educational Service Provider Agreement is not yet complete. The Academy shall submit a revised Educational Service Provider Agreement to the Charter Schools Office by August 31, 2018. Upon completion, the Academy shall submit a copy of the executed Educational Service Provider Agreement to the Charter Schools Office, which the Charter Schools Office will then submit to the Michigan Department of Education.

Tab 6

CONTRACT SCHEDULE 6
PHYSICAL PLANT DESCRIPTION

Physical Plant

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SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)(j); 380.503(5)(d).

2. The address and a description of the proposed physical plant (the "Proposed Site") of the David Ellis Academy West ("Academy") is as follows:

Address: 19800 Beech Daly Road
Redford, MI 48239

General Description: The Academy is located in the former St. Agath and St. Katherine Drexel Catholic Schools. The building consists of 45 classrooms, a gymnasium equipped with locker and shower rooms, 25 offices and 25 restrooms with ample parking and grounds for sports and recreational activity.

Term of Use: Term of Contract.

Configuration of Grade Levels: Pre-Kindergarten through eighth grade.

Name of School District and Intermediate School District:

Local: Redford Union Public Schools
ISD: Wayne County RESA

3. It is acknowledged and agreed that the following information about this Proposed Site is provided on the following pages, or must be provided to the satisfaction of the College Board, before the Academy may operate as a public school in this state.

- A. Size of building
- B. Floor Plan
- C. Description of Rooms
- D. Copy of lease or purchase agreement

4. In addition, the Academy and the College Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health and safety approvals for the above-described proposed physical facility. These approvals must be provided and be acceptable to the College Board or its designee prior to the Academy operating as a public school. In cases of disagreement, the Academy may not begin operations without the consent of the College Board.

5. If the Proposed Site described above is not used as the physical facilities for the Academy, then Schedule 6 of this Contract between the Academy and the College Board must be

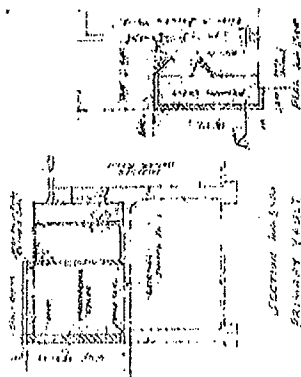
amended pursuant to Article IX of the Terms and Conditions of Contract, to designate, describe, and agree upon the Academy's physical facilities. The Academy must submit to the College Board or its designee complete information about the new site to be actually used. This information includes that described in paragraphs 2, 3 and 4 of this Schedule 6. It is acknowledged and agreed that the public school academy cannot conduct classes as a public school in this state until it has submitted all the information described above, to the satisfaction of the College, and the amendment regarding the new site has been executed.

6. The Academy agrees to comply with the single site restrictions contained in this Schedule 6 for the configuration of grade levels identified at the site. Any change in the configuration of grade levels at the site requires an amendment to this Schedule 6 pursuant to Article IX of the Terms and Conditions of Contract set forth above.

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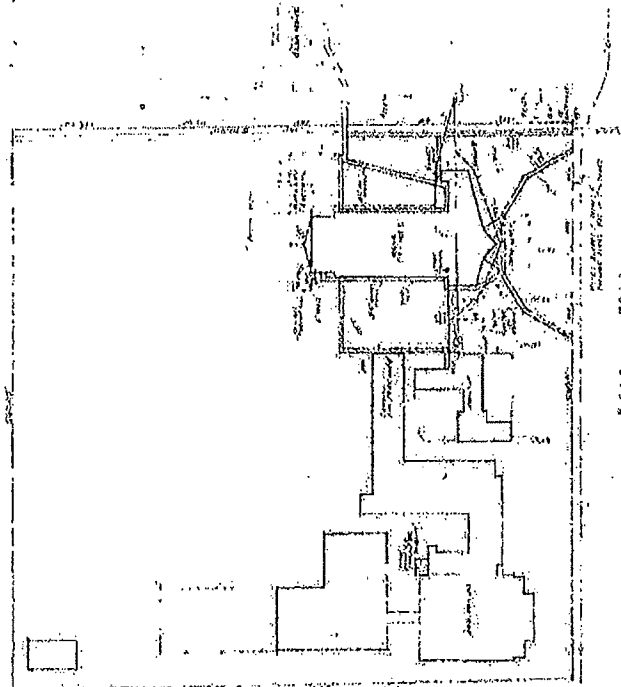
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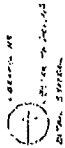
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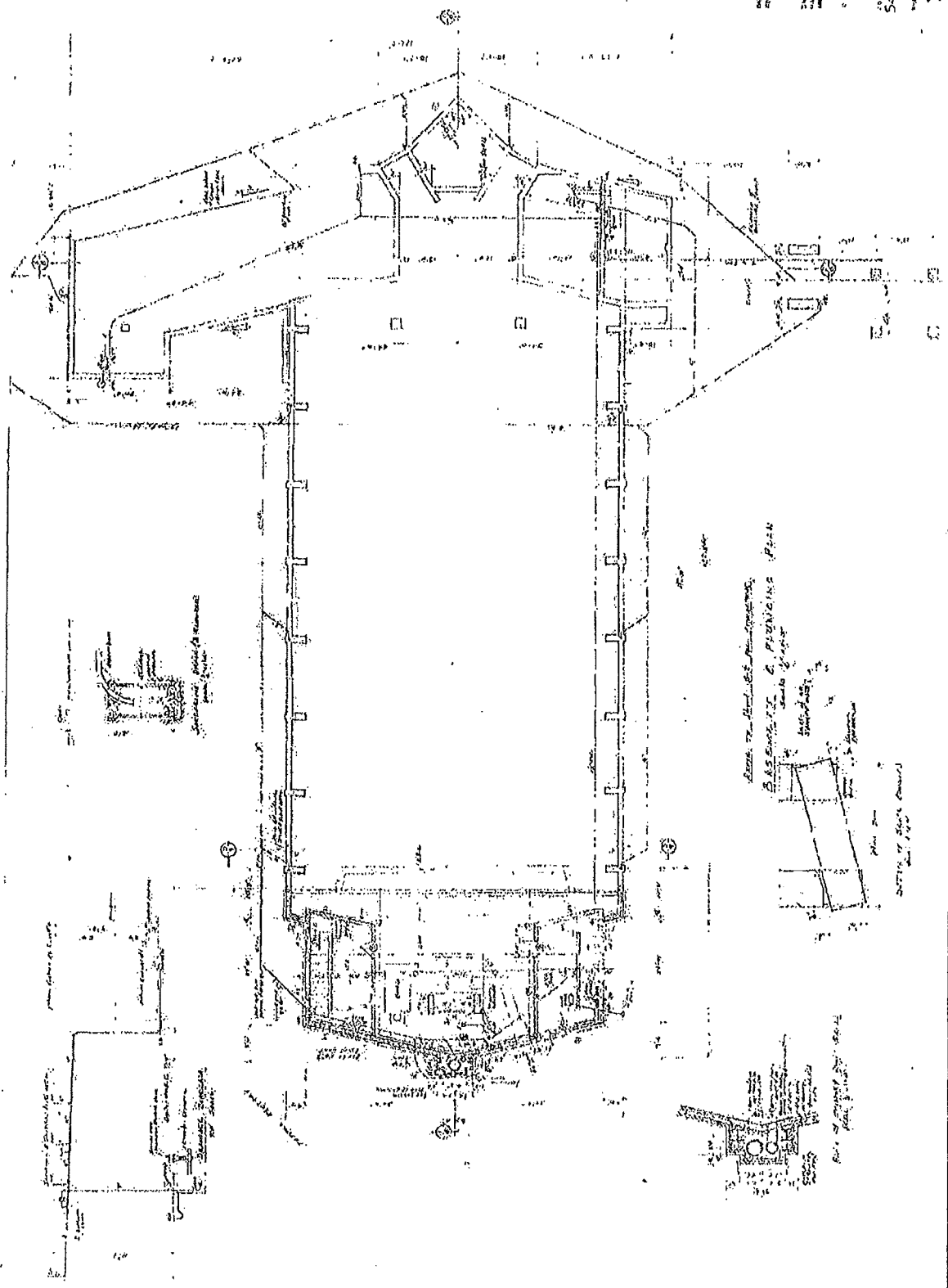
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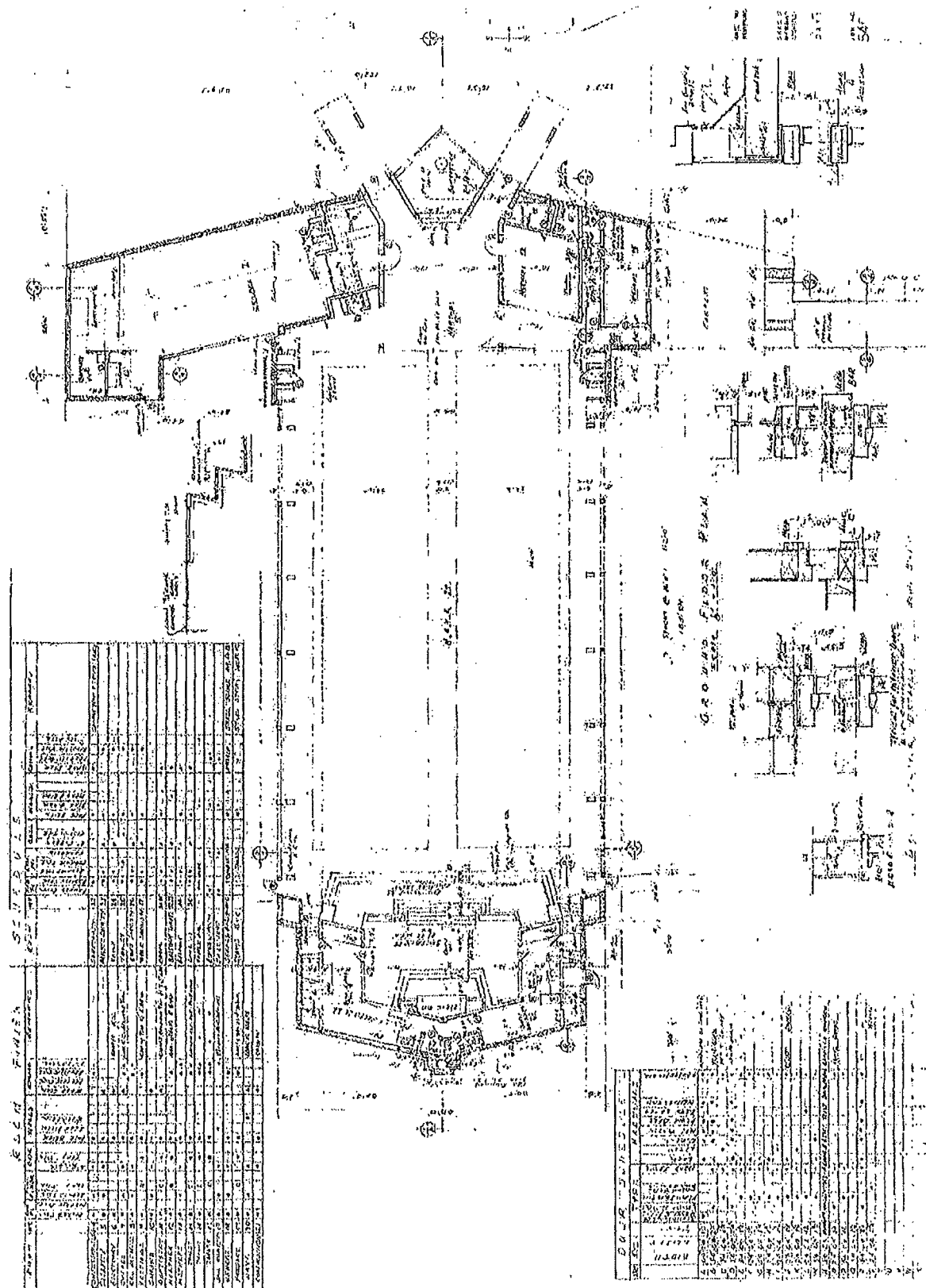
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CHARLES D. HANNAN
ARCHITECT



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CERTIFICATE OF USE AND OCCUPANCY

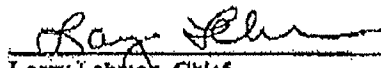
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Michigan Department of Labor & Economic Growth
Bureau of Construction Codes/Building Division
P. O. Box 30254
Lansing, MI 48909
(517) 241-9317

Building Permit No. B024892
David Ellis Academy West
19800 Beech Daly Road
Redford Twp, Michigan
Wayne County

The above named building of Use Group E and Construction Type 2B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 110.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.



Larry Lehman, Chief
Charles E. Curtis, Assistant Chief
Building Division

June 19, 2008

EXECUTION COPY

FINANCING AGREEMENT

Between

MICHIGAN PUBLIC EDUCATIONAL FACILITIES AUTHORITY,

AND

DAVID ELLIS ACADEMY-WEST

Dated as of June 1, 2007

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FINANCING AGREEMENT

This Financing Agreement (hereinafter "Agreement") is made and entered into as of June 1, 2007 among the **MICHIGAN PUBLIC EDUCATIONAL FACILITIES AUTHORITY** (the "Authority"), and **DAVID ELLIS ACADEMY-WEST** (the "Academy").

PREMISES

The Authority has been created by the Enabling Legislation for, among other purposes, the purpose of assisting governmental units, as defined in the Enabling Legislation, including public school academies established under the revised school code, by purchasing municipal obligations in fully marketable form issued by governmental units and by lending money to (a) governmental units including public school academies and (b) other nonprofit entities for the benefit of public school academies.

The School Code authorizes public school academies to acquire by purchase, gift, devise, lease, sublease, installment purchase agreement, land contract, option, or by other means, hold and own in its own name, buildings and other property for school purposes, and interests therein, and other real and personal property, including but not limited to, interests in property subject to mortgages, security interests, or other liens, necessary or convenient to fulfill its purposes.

The School Code also authorizes public school academies to borrow money and issue bonds to defray all or a part of the cost of purchasing, erecting, completing, remodeling, or equipping, or reequipping, except for equipping or reequipping for technology, school buildings, including library buildings, structures, athletic fields, playgrounds, or other facilities, or parts of or additions to those facilities; furnishing or refurnishing new or remodeled school buildings; acquiring, preparing, developing, or improving sites, or parts of or additions to sites, for school buildings, including library buildings, structures, athletic fields, playgrounds, or other facilities; purchasing school buses; acquiring, installing, or equipping or reequipping school buildings for technology or accomplishing a combination of these purposes.

The School Code also authorizes public school academies to enter into agreements and take actions in connection with the operation and maintenance of a public school academy.

The Academy has determined that it has a need to acquire and renovate certain real property and real property improvements, purchase certain new equipment and refinance certain existing equipment leases in furtherance of its educational objectives.

The Authority pursuant to this Agreement will acquire the obligation of the Academy to make certain payments.

In consideration of these Premises and their mutual agreements, the Authority and the Academy agree as follows:

ARTICLE I

DEFINITIONS

Section 101. Definitions. Words and phrases capitalized herein and not defined below shall have the meanings ascribed to them in the Indenture and the Resolution adopted by the Authority on March 27, 2007, as amended, authorizing the Series 2007 Bonds. In addition, the following words and phrases as used throughout this Agreement shall have the following meanings unless the context or use clearly indicates another or different meaning or intent:

"Academy Documents" means this Agreement, the Bond Purchase Agreement, the Mortgage, and the State Aid Agreement, and Continuing Disclosure Agreement.

"Additional Payments" means all payments required by the Academy under this Agreement (including but not limited to Fee Payments and Reserve Fund Payments) other than Bond Payments.

"Agreement" means this Financing Agreement as the same may be amended or supplemented in accordance with its terms and the terms of the Indenture.

"Authorized Academy Representative" means the Board President of the Academy or any other officer of the Academy authorized to act in such capacity by a resolution adopted by the Board of the Academy.

"Authorizing Body" means Bay Mills Community College Board of Regents.

"Bond Counsel" means a firm of nationally recognized attorneys at law acceptable to the Authority and experienced in legal work relating to the issuance of bonds the interest on which is excluded from gross income for federal income tax purposes under Section 103(a) of the Code.

"Bond Documents" means this Agreement, the Municipal Obligation, the Indenture and the Bond Purchase Agreement.

"Bond Payment Date" means with respect to the Series 2007 Bonds June 1, 2008 and each June 1 and December 1 thereafter with respect to interest and each June 1, with respect to principal.

"Bond Payments" means the amounts payable by the Academy under its Municipal Obligation allocable to the repayment of principal of, or interest or redemption under the Municipal Obligation which do not consist of Fee Payments.

"Bond Purchase Agreement" means the Bond Purchase Agreement dated June 11, 2007 among the Authority, the Academy and Municipal Capital Markets Group, Inc.

"Bondholder" means the registered owner of any Series 2007 Bond.

"Charter" means the Academy's Contract with its Authorizing Body, together with its Articles of Incorporation and Bylaws.

"Closing Date" means the date of the initial delivery of the Series 2007 Bonds.

"Code" means the Internal Revenue Code of 1986, as amended, and the regulations proposed and promulgated from time to time thereunder and under the predecessor code.

"Completion Certificate" means the certificate provided for in Section 604 hereof, in the form of Exhibit E hereto.

"Completion Date" means the date of the final completion of the Project as certified in the Completion Certificate.

"Continuing Disclosure Agreement" means the Continuing Disclosure between the Academy and the Trustee dated as of June 1, 2007.

"Construction Agreement" means the Construction Management Agreement dated October 4, 2006, between the Academy and Corona Construction, Inc.

"Costs of Issuance" has the meaning given in Section 202(aa) of this Agreement.

"Default" and "Event of Default" means those defaults and events of default, respectively, specified and defined in Section 901.

"Enabling Legislation" shall mean Executive Order No. 2002-3, compiled at §12.192 of the Michigan Compiled Laws, the Shared Credit Rating Act, Act No. 227 of the Public Acts of 1985 of the State, as amended, and the Michigan Strategic Fund Act, Act No. 270 of the Public Acts of 1984 of the State, as amended.

"Existing Indebtedness To Be Discharged" means the indebtedness of the Academy identified on Exhibit C.

"Favorable Opinion of Bond Counsel" means an opinion of Bond Counsel addressed to the Authority and the Trustee to the effect that the action proposed to be taken is not prohibited by the laws of the State or the Bond Documents and will not adversely affect any exclusion from gross income for federal income tax purposes of interest on the Series 2007 Bonds.

"Fee Payments" mean the fee payments required by Section 407 hereof.

"Indenture" means the Trust Indenture between the Authority and U.S. Bank National Association, a national banking association, as trustee, dated as of June 1, 2007, as the same may be amended or supplemented in accordance with its terms.

"Management Consultant" means a person or firm of persons, experienced in the study of operations of charter schools and, in the reasonable judgment of the Academy, having a

favorable reputation in the State for skill and experience in such work, selected and employed by the Academy and acceptable to Trustee.

"Mortgage" means the Future Advance Mortgage dated June 1, 2007 from the Academy in favor of the Trustee with respect to the Site.

"Municipal Obligation" means the School Building and Site Bond, Series 2007 of the Academy dated as of June 1, 2007, in substantially the form of Exhibit F.

"Net Proceeds" means any insurance proceeds or condemnation award paid with respect to the Project remaining after payment therefrom of all expenses incurred in the collection thereof.

"New Money Proceeds" means the issue price of the Series 2007 Bonds less the amount of proceeds of the Series 2007 Bonds needed to pay the Existing Indebtedness To Be Discharged.

"Non-Arbitrage Certificate" means, collectively, the Non-Arbitrage and Tax Compliance Certificates delivered by the Authority and the Academy in connection with the initial delivery of the Series 2007 Bonds.

"Other Obligations" means obligations of the Academy incurred pursuant to and permitted by Section 707.

"Payment and Performance Bonds" means a payment and performance bond or bonds or another form of financial guaranty pursuant to the Construction Agreement covering performance of all contracts and payment for labor and materials. Such Payment and Performance Bond shall be in an amount at least equal to the amount required to be paid by the Academy under the Construction Agreement and shall be approved by the Trustee.

"Payment Date" has the meaning given in Section 405 hereof.

"Pledged State Aid" has the meaning given in Section 405 hereof.

"Principal Amount" means \$14,370,000 being the aggregate principal amount of the Series 2007 Bonds.

The term "principal," when used with reference to the principal of the Series 2007 Bonds, means principal of the Series 2007 Bonds and, where appropriate, any premium in addition to principal due upon redemption of the Series 2007 Bonds.

"Project" means the acquisition of the Site and the acquisition, renovation, expansion and equipping of a facility and the refinancing of the Existing Indebtedness To Be Discharged more fully described on Exhibit B hereto including related Project Costs.

"Project Architect" means Frank, McCormick & Khalaf, LLC.

"Project Costs" means, with respect to the Project, (a) acquisition costs under the Purchase Contract; (b) obligations of the Authority or the Academy incurred for labor and materials and to contractors, builders and materialmen in connection with the acquisition, construction and improvement of the Project; (c) the cost of bonds and of insurance of all kinds that may be required or necessary during the course of construction and improvement of the Project which is not paid by the contractor or contractors or otherwise provided for and taxes and other municipal governmental charges levied or assessed during construction upon the Project; (d) all costs of architectural, environmental and engineering services, including the expenses of the Academy for test borings, surveys, estimates, plans and specifications and preliminary investigations therefor, and for supervising construction, as well as for the performance of all other duties required by or consequent upon acquisition of the Project or the proper construction and improvement of the Project; (e) all other costs which the Academy shall be required to pay, under the terms of any contract or contracts, for the acquisition, construction, installation, reconstruction, restoration, renovating, equipping and furnishing of the Project; (f) Costs of Issuance not to exceed \$300,000; (g) other costs of a nature comparable to those described in clauses (a) through (f) above which the Academy shall be required to pay as a result of the damage, destruction, condemnation or taking of the Project or any portion thereof; (h) interest on the Series 2007 Bonds or in any interim obligation during any period of construction of the Project; (i) proceeds of the Series 2007 Bonds used to fund a debt service reserve fund; (j) proceeds of the Series 2007 Bonds used to refinance the Existing Indebtedness To Be Discharged; and (k) any other costs incurred by the Academy which are properly chargeable to the Project and which may be financed by the Series 2007 Bonds under the Enabling Legislation. Project Costs do not include:

- (a) Upgrades to operating system or application software;
- (b) Media, including diskettes, compact discs, video tapes, and disks, unless used for storage of initial operating system software or customized application software included in the definition of technology under MCL 380.1351a(5); or
- (c) Training, consulting, maintenance, service contracts, software upgrades, troubleshooting, or software support.

"Project Improvements" means all costs which the Academy shall be required to pay under the terms of any contract or contracts for the construction, installation, reconstruction, restoration, renovating, expansion or similar undertaking with respect to the Site.

"Purchase Contract" means the Real Estate Sales Agreement, dated January 13, 2006 between the Academy and Adam J. Maida, Roman Catholic Archbishop of the Archdiocese of Detroit for the purchase of land and buildings located at 19800 Beech Daly Road, Redford, Michigan 48240.

"Reserve Fund Payment" has the meaning given in Section 401 hereof.

"Scheduled Fee Payment Component" means the portion of the Scheduled Installment Payment to be intercepted and allocated to Fee Payments, as set forth on Exhibit A.

“Scheduled Interest Component” means the portion of the Scheduled Installment Payment to be intercepted and allocated to a payment of the interest on this obligation and the Municipal Obligation, as set forth on Exhibit A.

“Scheduled Installment Payment” means the scheduled amounts payable by the Academy as set forth on Exhibit A and under the State Aid Agreement, which consist of a Scheduled Principal Component, a Scheduled Interest Component, a Set-Aside Component, and a Scheduled Fee Payment Component.

“Scheduled Principal Component” means the portion of the Scheduled Installment Payment to be intercepted and allocated to repayment of the principal amount of this obligation and the Municipal Obligation, as set forth on Exhibit A.

“Series 2007 Bonds” means \$14,370,000 Michigan Public Educational Facilities Authority Limited Obligation Revenue Bonds (David Ellis Academy-West Project), Series 2007.

“Set-Aside Component” means the portion of the Scheduled Installment Payment to be intercepted and allocated for the payment of principal of and/or interest on the Series 2007 Bonds in the calendar month(s) in which no Payment Date for State School Aid exists, as set forth on Exhibit A.

“Site” means the real property and the existing improvements as more fully described in Exhibit B hereto.

“State” means “State of Michigan.”

“State Aid Agreement” means the State Aid Agreement dated as of June 1, 2007 among the State Treasurer of the State of Michigan, the Authority, the Academy and acknowledged by Bay Mills Community College Board of Regents.

“State School Aid” means the state school aid payments payable to the Academy pursuant to the School Aid Act.

“Unassigned Rights” means the right of the Authority to make all determinations and approvals and receive all notices accorded to it under this Agreement and to enforce in its name and for its own benefit the provisions of Section 407, Section 502 and Section 903 of this Agreement with respect to the Authority fees and expenses, and indemnity payments as the interests of the Authority and related persons shall appear.

“Underwriter” means Municipal Capital Markets Group, Inc. and any successor thereto.

ARTICLE II

REPRESENTATIONS

Section 201. Representations of the Authority. The Authority makes the following representations:

(a) The Authority is a body corporate and politic established and acting pursuant to the Enabling Legislation with full authority under the Enabling Legislation to issue the Series 2007 Bonds and execute and enter into this Agreement, the Indenture, the State Aid Agreement and the Bond Purchase Agreement.

(b) All of the proceedings approving this Agreement, the Indenture, the State Aid Agreement and the Bond Purchase Agreement were conducted by the Authority at meetings which complied with Act 267, Michigan Public Acts, 1976, as amended.

(c) No member of the Authority is directly or indirectly a party to or in any manner whatsoever interested in this Agreement, Indenture, Series 2007 Bonds or the proceedings related thereto.

Section 202. Representations of the Academy.

(a) The Academy is a public school academy established in accordance with the provisions of the Revised School Code (the "School Code") and has, and on the Closing Date, will have, full legal right, power and authority (i) to enter into the Academy Documents and all other documents in connection herewith and to issue the Municipal Obligation, and (ii) to sell, pledge and assign to the Authority the state aid payments to be allocated and paid to the Academy as provided herein and the Academy has duly authorized and approved the execution and delivery of and the performance by the Academy of its obligations contained in the Academy Documents, the Municipal Obligation and all other documents in connection herewith, and the Academy Documents and the Municipal Obligation have been duly authorized, executed and delivered by, and assuming due authorization by the other parties thereto, if any, are valid and binding obligations of the Academy.

(b) Neither the authorization, execution or delivery of the Academy Documents, the Municipal Obligation, and all other documents executed by the Academy in connection herewith and the consummation of the transactions contemplated by the Academy Documents, the Indenture, and the Municipal Obligation nor the fulfillment of or compliance with the terms and conditions of the Academy Documents, the Municipal Obligation and all other documents executed by the Academy in connection herewith will require any consent or approval of the governing board of the Academy or its Authorizing Body which has not been obtained, or violate any provision of law, any order of any court or other agency of government, the Charter, or any indenture, agreement or other instrument to which the Academy is now a party or by which it or any of its properties or assets is bound, or be in conflict with, result in a breach of or constitute a default (with due notice or the passage of time or both) under its Charter or any such indenture, agreement or other instrument, or, except as provided hereunder, result in the creation or imposition of any lien, charge or encumbrance of any nature whatsoever upon any of the property or assets of the Academy.

(c) No litigation or governmental proceeding is pending or, to the knowledge of the officers of the Academy, threatened against the Academy which could have a material adverse effect on its financial condition or business, its power to make payments under this Agreement or the authority or incumbency of its officers or directors.

(d) The Academy intends to cause the Project to be operated at all times during the term of this Agreement as a "public school academy" as that term is defined in the Revised School Code. All property which is to be financed or refinanced with the net proceeds of the Series 2007 Bonds will be owned by the Academy.

(e) Moneys which will be made available from the Authority under this Agreement and other sources will be sufficient to pay for the Project.

(f) The Academy reasonably believes that the revenues and income generally available or to become available to the Academy and payable to the Authority under this Agreement will be sufficient for allocation to and payment of the Series 2007 Bonds and interest thereon when due.

(g) The public school facility being acquired pursuant to this Agreement is needed by the Academy and does not result in an unnecessary duplication of existing facilities.

(h) Except for preliminary expenditures for architectural, engineering, surveying, soil testing, and similar costs (not including costs of land acquisition, site preparation, and similar costs incident to commencement of construction) that were incurred prior to commencement of acquisition, construction, renovation or rehabilitation of the facilities comprising the Project, and did not exceed in the aggregate 20 percent of the New Money Proceeds, and except for costs of issuance and other costs not in excess of the lesser of \$100,000 or 5 percent of New Money Proceeds, no New Money Proceeds were or will be allocated to the reimbursement of an expenditure for costs of the Project paid more than 60 days prior to March 19, 2007, on which date the Board of Directors of the Academy adopted a resolution declaring its official intent to issue obligations to finance the Project Costs.

(i) Proceeds of the Series 2007 Bonds will not exceed the cost of the Project and incidental costs related thereto and to the issuance of the Series 2007 Bonds.

(j) The Academy is not in default in any material respect under any order, writ, judgment, injunction, decree, determination or award or any indenture, agreement, lease or instrument. The Academy is not in default under any law, rule or regulation wherein such default could materially adversely affect the Academy or the ability of the Academy to perform its obligations under the Academy Documents and all other documents executed by the Academy in connection herewith.

(k) No more than 10 percent of the proceeds of the Series 2007 Bonds will be used directly or indirectly in a trade or business carried on by any person other than a governmental unit (a "private business use"). No more than 5 percent of the proceeds of the Series 2007 Bonds will be used for any private business use that is not related to governmental purposes of the Authority or the Academy or that, although related to governmental purposes of the Authority or the Academy, exceeds the amount of Series 2007 Bond proceeds used for governmental purposes of the Authority or the Academy other than a related private business use. No more than 5 percent of the proceeds of the Series 2007 Bonds will be used directly or indirectly to make or finance loans to persons other than governmental units or loans for

purposes other than enabling a borrower to finance any governmental tax or assessment of general application for a specific essential governmental function such as the Project.

(l) The weighted average maturity of the Series 2007 Bonds is not greater than 120% of the average reasonably expected economic life of the facilities being financed or refinanced by the Series 2007 Bonds, as determined pursuant to Section 147(b) of the Code.

(m) There are no contracts or other arrangements providing for private business use or ownership of any property to be financed by proceeds of the Series 2007 Bonds, and the Academy covenants not to enter into any such contracts or arrangements during the term of this Agreement, including any contracts or arrangements for the provision of medical services, food services, management services, or any other types of services, except contracts and arrangements which satisfy the requirements of Rev. Proc. 97-13 or other applicable regulations under the Code.

(n) The Academy will comply with the provisions of Section 148 of the Code. The Academy covenants, for the benefit of itself, the Authority and the owners from time to time of the Series 2007 Bonds, that it will not cause or permit any proceeds of the Series 2007 Bonds to be invested in a manner contrary to the provisions of Section 148 of the Code, and that it will assume compliance with such provisions on behalf of the Authority (including, without limitation, performing required calculations, the keeping of proper records and the timely payment to the Department of the Treasury of the United States, in the name of the Authority, of all amounts required to be so paid by Section 148 of the Code), and the Academy shall carry out all of the requirements to calculate and make rebate payments to the United States and preserve records thereof.

(o) Except as permitted by Code Section 149(b), the Series 2007 Bonds are not federally guaranteed. For this purpose, a bond is federally guaranteed if (i) the payment of principal or interest is guaranteed (in whole or in part) by the United States or any agency or instrumentality thereof, (ii) 5% or more of the issue is to be (x) used in making loans the principal or interest with respect to which is to be guaranteed (in whole or in part) by the United States (or an agency of instrumentality thereof) or (y) invested directly or indirectly in federally insured deposits or accounts, or (iii) the payment of principal or interest on such bond is otherwise indirectly guaranteed (in whole or in part) by the United States (or an agency or instrumentality thereof).

(p) There are no other obligations of the Academy that were sold or are to be sold within 15 days of the sale of the Series 2007 Bonds that (i) were or are to be sold pursuant to the same plan of financing with the Series 2007 Bonds and (ii) are reasonably expected to be paid from substantially the same source of funds as the Series 2007 Bonds, determined without regard to guaranties from unrelated parties.

(q) The Academy shall not enter into any contracts or other arrangements which do not comply with (k) and (m) above.

(r) The Academy will not pay or enter into a transaction that reduces the arbitrage rebate to be paid to the United States because the transaction results in a smaller profit or a larger loss than would have resulted if the transaction had been at arm's length and had the yield on the Series 2007 Bonds not been relevant to either party.

(s) The Project will be acquired and completed not later than September 31, 2007.

(t) The Project has been or will be constructed and equipped in such manner as to conform in all material respects with all applicable zoning, planning, building, environmental and other regulations of the governmental authorities having jurisdiction of the Project.

(u) To the best of the knowledge of the Academy, no authorizations, consents or approvals of governmental bodies or agencies are required in connection with (i) the execution and delivery by the Academy of Academy Documents and all other documents executed by the Academy in connection herewith, (ii) with the carrying out by the Academy of its obligations under Academy Documents and all other documents executed by the Academy in connection herewith, which have not been obtained or, if not obtained on the date of this Agreement, are expected to be obtained in the normal course of business at or prior to the time such authorizations, consents or approvals are required to be obtained.

(v) There are no actions or proceedings pending or, to the knowledge of the Academy, threatened before any court or administrative agency which will, in the reasonable judgment of the Academy, materially adversely affect the ability of the Academy to meet its obligations under this Agreement or the Bond Purchase Agreement.

(w) No director or officer of the Authority has any interest of any kind in the Academy which would result, as a result of the issuance of the Series 2007 Bonds, in a substantial financial benefit to such persons other than as a member of the general public.

(x) The information furnished by the Academy and used by the Authority in preparing its Non-Arbitrage Certificate pursuant to the Code and the information statement pursuant to Section 149(e) of the Code (Form 8038-G) is true, accurate and complete as of the date of the issuance of the Series 2007 Bonds.

(y) The Academy has complied and intends to comply with its obligations, covenants and representations under the Bond Documents, to the extent such obligations affect the tax-exempt status of the Series 2007 Bonds.

(z) None of the proceeds of the Series 2007 Bonds will be used to finance the purchase, construction, lease, or renovation of property owned, directly or indirectly, by any officer, board member, or employee of the Academy.

(aa) The Academy shall promptly pay the Costs of Issuance upon notification by the Authority. The term "Costs of Issuance" shall mean and include Underwriter's discount,

underwriting fees, fees of underwriters' counsel, printing charges, letter of credit fees and related charges of a letter of credit, trustee fees, bond counsel fees, academy counsel fees, underwriter's counsel fees and other counsel fees and issuance fees of the Authority.

(bb) The Academy will utilize the Project for public school purposes so long as Series 2007 Bonds remain outstanding under the Indenture and will use its best efforts to operate the school in an efficient manner. The Academy will maintain its Charter in good standing. The Academy will not own, operate or utilize other public school facilities which may reduce the utilization or student population of the school facilities being acquired, and improved pursuant to this Agreement while the Series 2007 Bonds remain outstanding.

ARTICLE III

THE SERIES 2007 BONDS AND THE PROCEEDS THEREOF

Section 301. Series 2007 Bonds. The Authority has authorized the issuance and sale of the Series 2007 Bonds in the Principal Amount. The Authority intends to deliver Series 2007 Bonds subject to the terms of the Bond Purchase Agreement. The proceeds of the Series 2007 Bonds shall be deposited in the Project Fund. The obligations of the Authority, and the Academy under this Agreement are expressly conditioned upon delivery of the Series 2007 Bonds and receipt of the proceeds thereof.

Section 302. Purchase of Municipal Obligation. The Authority hereby agrees to purchase the \$14,370,000 Municipal Obligation by depositing the net proceeds of \$14,264,103.98 as follows: (a) \$1,059,787.50 in the Reserve Fund to be used as a debt service reserve for the Series 2007 Bonds and any Additional Bonds, (b) \$44,556.98 in the Bond Fund equal to the amount of accrued interest, if any paid by the purchasers of the Series 2007 Bonds and capitalized interest in the amount of \$1,152,805.73, (c) \$4,500,000 in the Project Fund, to be disbursed in accordance with Section 303 to purchase the Site, and (d) \$7,506,952.87 in the Project Fund, to be disbursed in accordance with Section 303 for payment of other Project Costs.

Section 303. Disbursements from the Project Fund. The Authority has directed the Trustee to disburse from the Project Fund established under the Indenture, upon requisition by the Academy, in accordance with Section 601 of this Agreement, amounts on deposit therein as provided in this Agreement.

Section 304. Additional Bonds. The Authority may, but shall not be required to, authorize the issuance of the additional bonds upon the terms and conditions provided in the Indenture. Failure by the Authority to issue additional bonds shall not release the Academy from any provisions of this Agreement, regardless of the reason for such failure.

Section 305. Investment of Funds and Accounts. Any moneys held as a part of any Fund or Account shall be invested, reinvested or applied by the Trustee in accordance with the provisions of the Indenture. Any moneys held in the Project Fund, Bond Fund or Reserve Fund shall, pending disbursement and upon written request of the Academy or oral or facsimile request of the Academy later confirmed in writing, be invested only in Eligible Investments in

accordance with the provisions of Section 4.06 of the Indenture, all at such maturities, rates of interest and other specifications as the Academy may indicate in its request to the Trustee. The investments shall mature not later than the respective dates estimated by the Academy when the moneys in such Funds shall be needed for the purposes provided in this Agreement and the Indenture, but should the cash balance in a Fund be insufficient for such purpose, the Trustee is authorized to sell the necessary portion of such investments to meet that purpose. Recognizing that such investments shall be made at the written direction of the Academy, the Authority agrees to cooperate with the Academy, and the Academy covenants that it will restrict the use of the proceeds of the Series 2007 Bonds (and any other funds or moneys which may be deemed to be proceeds of the Series 2007 Bonds pursuant to Section 148(a) of the Code), in such manner and to such extent, if any, as may be necessary, after taking into account reasonable expectations at the time the Series 2007 Bonds are issued, so that the Series 2007 Bonds will not constitute "arbitrage bonds" under Section 148(a) of the Code.

The Academy shall not invest, reinvest or accumulate any moneys deemed to be proceeds of the Series 2007 Bonds pursuant to the Code in such a manner as to cause the Series 2007 Bonds to be "arbitrage bonds" within the meaning of the Code.

Section 306. Rebate Payments to United States. The Academy for itself and for the Authority agrees that it shall calculate and make all necessary payments of investment earnings required to be rebated to the United States pursuant to the terms of the Indenture and the Non-Arbitrage Certificate. The Academy hereby further agrees that it shall comply with the procedures outlined in the Academy's Non-Arbitrage and Tax Compliance Certificate and shall furnish to the Trustee and the Authority within fifteen (15) days following each Computation Date (as defined in the Academy's Non-Arbitrage and Tax Compliance Certificate) the computations required thereby. The Trustee has no duty to confirm the accuracy of the computations made by the Academy and may assume that the computations are correct. The Academy shall provide to the Trustee and the Authority evidence of each payment of rebate, if any, within 30 days of each such payment.

ARTICLE IV

BOND PAYMENTS

Section 401. Obligations Related to Municipal Obligation. The Academy hereby agrees that it will not sell, assign title to, lease, or obtain further financing with respect to the Project except as permitted hereunder and with the written permission of the Trustee while Bond Payments or Additional Payments remain outstanding under the Municipal Obligation and this Agreement. The Academy agrees that the Authority may pledge the Municipal Obligation and this Agreement as security for its obligations to pay Series 2007 Bonds and any Additional Bonds issued under the Indenture.

If on a Bond Payment Date the Academy's payment of its obligations hereunder have been deficient or if for any other reason the balance in the Bond Fund is insufficient to pay principal and interest on the Series 2007 Bonds then due, whether by maturity, redemption, or acceleration, the Academy shall forthwith pay the amount of any such deficiency to the Trustee.

If any withdrawal is made from the Reserve Fund to cure any deficiency in the Bond Fund, the Academy shall pay to the Trustee for deposit into the Reserve Fund on each Payment Date commencing with the first Payment Date following such withdrawal, an amount sufficient to restore the Reserve Fund to the Reserve Fund Requirement in ten consecutive equal installments or such other number of equal installments as the Trustee shall determine necessary to restore the Reserve Fund to the Reserve Fund Requirement by the next Bond Payment Date. If on any Bond Payment Date the value of the Reserve Fund is less than the Reserve Fund Requirement, the Academy shall pay to the Trustee for deposit into the Reserve Fund on each Payment Date, commencing on the first Payment Date following such Bond Payment Date, an amount sufficient to restore the Reserve Fund to the Reserve Fund Requirement in full (such payments being "Reserve Fund Payments"). Notwithstanding the foregoing, if there are sufficient funds in the State Aid Intercept Account of the Bond Fund to replenish any deficiency in the Reserve Fund (after taking into consideration the priority of payments set forth in Section 4.01 of the Indenture), then the obligation to make Reserve Fund Payments in an amount sufficient to restore the Reserve Fund to the Reserve Fund Requirement shall be accelerated and the Trustee shall transfer funds from the State Aid Intercept Account to the Reserve Fund to satisfy all outstanding Reserve Fund Payment requirements in accordance with Section 4.01 of the Indenture.

Section 402. Obligations Unconditional. The Academy's obligations to the Authority under the Municipal Obligation and this Agreement are an absolute and unconditional general obligation of the Academy and shall remain in full force and effect until the amounts owed hereunder shall have been paid by the Academy to the Authority under the Municipal Obligation and this Agreement, and such obligations shall not be affected, modified or impaired upon the happening from time to time of any event, including without limitation any of the following:

- (a) Any failure of title with respect to the Academy's interest in the Project or the invalidity, unenforceability or termination of this Agreement;
- (b) The modification or amendment (whether material or otherwise) of any obligation, covenant or agreement set forth in this Agreement;
- (c) The voluntary or involuntary liquidation, dissolution, sale or other disposition of all or substantially all of the assets, marshalling of assets and liabilities, receivership, insolvency, bankruptcy, assignment for the benefit of creditors, reorganization, arrangement, composition with creditors or readjustment or other similar proceedings affecting the Academy, or any of its assets or any allocation or contest of the validity of this Agreement, or the disaffirmance of this Agreement in any such proceedings;
- (d) To the extent permitted by law, any event or action which would, in the absence of this clause, result in release or discharge by operation of law of the Academy, from the performance or observation of any obligation, covenant or agreement contained in this Agreement;
- (e) The default or failure of the Academy fully to perform any of its obligations set forth in this Agreement or any other agreement; or

(f) Any casualty or destruction of the Project.

The Authority shall have no liability for the performance of any obligations to the Academy except as expressly set forth in this Agreement.

Section 403. Payment Provisions. In addition to Bond Payment obligations under the Municipal Obligation, which shall be calculated and paid as described below, the Academy agrees to pay to the Authority Additional Payments hereunder, which are (a) initially scheduled to be payable as set forth in Exhibit A hereto on the Payment Dates set forth in Section 405 below, and may be adjusted as set forth in Section 405 below, and (b) any amounts which may be required to be paid hereunder or under the Indenture including but not limited to replenishment of the Reserve Fund.

In the event of a default in the payment of the Bond Payments or Additional Payments when due, the amount of such default shall bear interest (the "additional interest") at a rate equal to the rate of interest which is two percent above the Authority's cost of providing funds (as determined by the Authority) to make payments on the Series 2007 Bonds of the Authority but in no event in excess of the maximum rate of interest permitted by law. The additional interest shall continue to accrue until the Authority has been fully reimbursed for all costs incurred by the Authority (as determined by the Authority) as a consequence of the Academy's default. Such additional interest shall be payable on the Payment Date following demand of the Authority.

It is expressly agreed between the Academy and the Authority by acceptance of the assignment made by this Agreement, that the Academy shall make all payments due hereunder at the designated trust office of the Trustee. The Academy further agrees that it will deposit with the Trustee all payments due hereunder in immediately available funds. The Academy covenants and agrees that its obligations to make payments hereunder are obligations incurred with the Authority under the State School Aid Act, 1979 PA 94, as amended ("School Aid Act") and may be enforced by the Authority and the Trustee on behalf of the Authority as set forth in the State Aid Agreement.

Section 404. Payment General Obligation. The obligation of the Academy to pay Bond Payments, Additional Payments and all other payments hereunder is a general obligation of the Academy. The Academy shall and hereby agrees to include in its budget (either of the general fund or of a capital fund) and pay each year, until this Agreement is paid in full, such sum or sums as may be necessary each year to make payments of the Bond Payments, Additional Payments and all other payments hereunder and additional interest payments, when due. The Bond Payment obligations of the Academy hereunder and under the Municipal Obligation shall be deemed to be obligations of the Academy incurred in accordance with Section 504a(g) and Section 1351a of the School Code.

Section 405. State School Aid Pledge and Payment. The Academy pledges to pay its Bond Payments and Additional Payments and all other amounts required by the Municipal Obligation and hereby or hereunder from its State School Aid to be allocated to it and payable to its Authorizing Body (the "Pledged State Aid"). Unless otherwise agreed to in writing by the Authority, an amount of each installment of State School Aid (such monies to be used to pay the

Bond Payments and Additional Payments when due) as set forth on Exhibit A, which amount is approximately equal to 1/10 of the annual principal payments scheduled on the Series 2007 Bonds (the Scheduled Principal Component and the Set-Aside Component relating to principal) plus 1/10 (adjusted in the initial fiscal year to reflect interest accruing from the Closing Date) of the annual interest obligation (the Scheduled Interest Component and the Set-Aside Component relating to interest) plus 1/10 of the annual fees (the Scheduled Fee Payment Component) shall, pursuant to the agreement of the Authorizing Body, be transmitted directly by the State Treasurer to the Trustee commencing on July 20, 2007 and thereafter on the 20th of each January, February, March, April, May, June, July, August, October, November and December (each a "Payment Date"); provided however that if (i) applicable law changes to provide for a schedule of school aid payments materially different from that now in effect, or (ii) the Academy with the prior written consent of the Authority and all of the holders of the Series 2007 Bonds and receipt of a Favorable Opinion of Bond Counsel as to the adjusted schedule of optional redemption of the Series 2007 Bonds, the Authority, by written notice to the Trustee, the State Treasurer, the Academy and the Authorizing Body may designate different payment dates or amounts to provide for timely receipt of Bond Payments and Additional Payments consistent with such changes which shall thereupon be and become the "Payment Dates" hereunder. If the Payment Date falls on a Saturday, Sunday, or legal holiday, the Bond Payment shall be due on the next succeeding business day. The Bond Payments and Additional Payments, if any, to the Authority shall be made first from the State School Aid allocated to the Academy during the month of the payment. If, for any reason, the State School Aid allocated to the Academy during the month of the payment is insufficient to pay the Bond Payment and Additional Payment, if any, then in that event the Academy pledges to use any and all other available funds to meet the Bond Payment obligation and Additional Payment obligation, if any. If on any due date for any Bond Payment or Additional Payment the funds with the Trustee are insufficient to pay the Bond Payment and Additional Payment, if any, then the Academy, pursuant to Section 17a(3) of the School Aid Act to the extent necessary to meet the payment obligation assigns to the Authority and authorizes and directs the State Treasurer to intercept and/or advance not to exceed 97% of any payment which is dedicated for distribution or for which the appropriation authorizing payment has been made under the School Aid Act; and in such event pursuant to Section 17a(3) of the School Aid Act, the Authority is authorized, pursuant to the agreement of the Authorizing Body, to intercept and/or seek an advancement of 97% of the Pledged State Aid to be allocated or distributed to the Authorizing Body with respect to the Academy. The Trustee, on behalf of the Authority, shall immediately notify (or cause notice to be given to) the Academy and the Authorizing Body that it will immediately commence to intercept and/or receive an advancement of the Pledged State Aid and beginning immediately the Authority shall intercept 97% of the Pledged State Aid to be distributed to the Authorizing Body with respect to the Academy. Notwithstanding the foregoing, however, the amount to be applied by the Trustee to Bond Payments hereunder in any fiscal year of the State shall not exceed 20% of the amount of School Aid payable to the Academy by the State in such fiscal year.

The intercepted and/or advanced amount shall be applied on the following priority basis: (i) the amount required to pay the Bond Payment and Additional Payment, if any, when due shall be held by the Trustee for such purpose, (ii) any other amounts owing to the Authority under this

Agreement, (iii) an amount equal to the Scheduled Fee Payment Component shall be retained by the Trustee as provided under the Indenture, (iv) any amounts required to be credited to the Repair and Replacement Account by the Trustee as provided in the Indenture and (v) to the extent in excess of the amounts required under (i) through (iv) above, any amounts remaining to be immediately distributed to or at the direction of the Academy. The process set forth above shall continue until sufficient funds are deposited with the Trustee to pay all Bond Payments and Additional Payments. Section 17a(3) of the School Aid Act does not require the State to make an appropriation to any authorizing body, public school academy, other school district or intermediate school district and such appropriation shall not be construed as creating an indebtedness of the State.

The pledge of State School Aid pursuant to this section is subject to the reservation by the Academy of the right to make additional pledges of State School Aid to secure other obligations as provided in Section 707 hereof and provided that the amount of State School Aid received by the Academy in the fiscal year of the State preceding the incurrence of such additional obligations equals or exceeds the amount required in each year to pay the sum of an amount equal to the Bond Payments and Additional Payments due and the principal and interest and other payments due under such additional obligations for which State School Aid has been pledged.

Section 406. Mandatory and Optional Prepayments. Subject to the Authority's right to optionally redeem Series 2007 Bonds, the Academy may prepay its obligations under the Municipal Obligation and hereunder in whole or in part in Authorized Denominations. The Academy may direct the redemption of the corresponding amount of Series 2007 Bonds then outstanding on such dates and pursuant to the provisions and limitations, and upon payment of any required premium, set forth in Section 2.11(a) of the Indenture.

The Academy shall prepay its obligations hereunder at such times in order to enable the Trustee to redeem all or a portion of the Series 2007 Bonds as required in Section 2.11 of the Indenture.

If the Academy repays or prepays Bond Payments and other amounts owing to the Trustee under this Agreement and the Indenture in such a manner so as to permit the Security to be released from the lien of the Indenture in accordance with Article VI of the Indenture, then the loan shall be deemed fully repaid, and this Agreement shall be canceled on the date on which the Security is so released. To confirm such cancellation, the Academy may require the Trustee to execute any further reasonable evidence of cancellation on the date the Security is so released.

In the event of any optional prepayment on or before the date set for redemption of the Series 2007 Bonds to be redeemed in connection therewith, the Academy shall deposit with the Trustee, an amount sufficient to pay the principal of, premium, if any, and interest on the Series 2007 Bonds and the Academy shall deposit with the Trustee sufficient moneys to pay all fees, costs, and expenses of the Authority and the Trustee specified in Section 407, Section 502, Section 503 and Section 903 hereof accruing through the date set for redemption of the Series 2007 Bonds.

Section 407. Fee Payments. To the extent they are not paid out of the Project Fund to the Authority, the Academy shall pay to the Authority within ten (10) days of demand therefor: (a) all Costs of Issuance and other out-of-pocket costs and expenses of the Authority incidental to the performance of its obligations under this Agreement, the Indenture and the Bond Purchase Agreement, and (b) the out-of-pocket expenses of the Authority incurred by the Authority in enforcing the provisions of this Agreement or the Indenture.

In addition to the aforesaid payments to the Authority the Academy shall pay to the Authority (a) a one time issuance fee of one twentieth of one percent (1/20 of 1%) of the principal amount of the Series 2007 Bonds prior to or contemporaneously with execution of this Agreement, such fee will be reimbursed by the Authority in accordance with its fee schedule provided that the Authority has sufficient funds for such purpose at the time of execution of this Agreement, and (b) on or before March 1 in each year, an amount sufficient to assure payment in full of the Academy's allocable share (as determined by the Authority) of the annual general operating expenses of the Authority, but such allocable share shall not exceed one twentieth of one percent (1/20 of 1%) of the average principal amount of the Series 2007 Bonds outstanding under the Indenture during the preceding calendar year.

Section 408. Security Interest in the Project Fund. To better secure its obligations hereunder, including the obligation to pay Bond Payments and Additional Payments, as and when they are due, the Academy hereby grants a security interest in the moneys at any time held in the Project Fund, and any proceeds thereof, to the Authority to be perfected by possession of such moneys in the Project Fund by the Trustee and held therein for the benefit of the Bondholders as provided in the Indenture.

Section 409. Assignment by Authority. The Academy hereby consents to any assignments now or hereafter made by the Authority of the Authority's rights under this Agreement (except the Unassigned Rights) and acknowledge that no further action or consent by the Academy is necessary to effectuate such an assignment.

Section 410. Authorized Academy Representative. The Academy hereby authorizes and directs the Authorized Academy Representative to act in the capacity of Authorized Academy Representative under the Indenture and hereunder.

Section 411. The Municipal Obligation and Obligations of the Academy Unconditional. The obligation of the Academy to pay the Bond Payments and Additional Payments and all other amounts required by the Municipal Obligation and this Agreement to be paid by the Academy shall be an absolute and unconditional general obligation of the Academy and shall not be subject to diminution by set-off, recoupment, counterclaim, abatement or otherwise. Until the Series 2007 Bonds have been fully paid (or provision made therefor) in accordance with the Indenture, the Academy (i) shall not suspend or discontinue any Bond Payments or Additional Payments, (ii) shall perform and observe all of its other obligations contained in the Municipal Obligation and this Agreement and (iii) shall not terminate this Agreement for any cause, including, without limiting the generality of the foregoing, defect in title to the Project, failure to complete the Project, any acts or circumstances that may constitute failure of consideration, destruction of, damage to or condemnation of the Project, commercial frustration of purpose, any

change in the tax or other laws of the United States of America or of the State of Michigan or any political subdivision of either, or any failure of the Authority to perform and observe any of its obligations arising out of or connected with this Agreement. It is the intent and expectation of the parties hereto that the Bond Payments will be sufficient for the payment in full of the Series 2007 Bonds, including (i) the total interest to become due and payable on the Series 2007 Bonds to the dates of payment thereof, (ii) the total principal amount of the Series 2007 Bonds, (iii) the redemption premiums, if any, that shall be payable on the redemption of the Series 2007 Bonds prior to their stated payments dates, and (iv) all additional interest, additional principal and any other amounts payable to the Bondholder as and when required by the Series 2007 Bonds or this Agreement. In the event, however, of any deficiency in the payment of such amounts regardless of the reason for such deficiency, the Academy agrees that upon notice of the deficiency from the Bondholder or the Authority it shall then immediately pay the amount of the deficiency to the Bondholder on behalf of the Authority. The obligations of the Academy under this paragraph shall survive the termination of this Agreement.

ARTICLE V

OTHER OBLIGATIONS OF THE ACADEMY

Section 501. Costs of Issuance. The Academy covenants and agrees to promptly pay the Costs of Issuance upon notification by the Authority.

Section 502. Indemnification of the Authority. (a) The Authority and its members, officers, agents and employees (the "Indemnified Persons") shall not be liable to the Academy for any reason. The Academy shall, to the extent permitted by law, indemnify and hold the Authority and the Indemnified Persons harmless from any loss, expense (including reasonable counsel fees) or liability of any nature due to any and all suits, actions, legal or administrative proceedings, or claims arising or resulting from, or in any way connected with (i) the financing, construction, operation, use or maintenance of the Project, (ii) any act, failure to act or misrepresentation by any person, firm, corporation or governmental agency, including the Authority, in connection with the issuance, sale, delivery or remarketing of any of the Series 2007 Bonds, (iii) any act or failure to act by the Authority in connection with this Agreement or any other document involving the Authority in this matter, and (iv) the selection and appointment of firms or individuals providing services related to the Series 2007 Bond transactions. If any suit, action or proceeding is brought against the Authority or any Indemnified Person, that suit, action or proceeding shall be defended by counsel to the Authority or the Academy, as the Authority shall determine. If the defense is by counsel to the Authority, which is the Attorney General of Michigan or may, in some instances, be private, retained counsel, the Academy shall indemnify the Authority and Indemnified Persons for the reasonable costs of that defense, including reasonable counsel fees. If the Authority determines that the Academy shall defend the Authority or Indemnified Persons, the Academy, as determined by the Authority, shall immediately assume that defense at its own cost. The Academy shall not be liable for any settlement of any proceedings made without its consent (which consent shall not be unreasonably withheld).

(b) The Academy shall not be required to indemnify the Authority or any Indemnified Person under subsection (a), if a court with competent jurisdiction finds that the liability in question was caused by the willful misconduct or sole gross negligence of the Authority or the involved Indemnified Person, unless the court determines that, despite the adjudication of liability but in view of all circumstances of the case, the Authority or the Indemnified Person(s) is (are) fairly and reasonably entitled to indemnity for the expenses which the court considers proper.

(c) The Academy shall, to the extent permitted by law, also indemnify the Authority for all reasonable costs and expenses, including reasonable counsel fees, incurred in (i) enforcing any obligation of the Academy under this Agreement or any related agreement, (ii) taking any action requested by the Academy, (iii) taking any action required by this Agreement or any related agreement, or (iv) taking any action considered necessary by the Authority which is authorized by this Agreement or any related agreement.

(d) The obligations of the Academy under this section shall survive any assignment or termination of this Agreement.

Section 503. Indemnification of the Trustee. The Academy shall, to the extent permitted by law, indemnify and hold the Trustee harmless against any loss, liability or expense incurred without negligence or bad faith on the part of the Trustee, arising out of or in connection with the acceptance or administration of the Indenture, including the costs and expense of defense against any such claim of liability. In the event of the occurrence of any claim indemnified against under this paragraph, the Trustee shall promptly notify the Academy of the existence of the claim and shall give the Academy such assistance and cooperation in the defense thereof as may be reasonably requested. The Academy shall defend any such claim through legal counsel of its choice, and the Academy shall have exclusive authority to defend, settle or otherwise dispose of such claim as it deems advisable in the exercise of its sole discretion. The obligations of the Academy under this Section shall survive any assignment or termination of this Agreement and the resignation or removal of the Trustee.

Section 504. Taxes and Other Costs. The Academy shall promptly pay, as the same becomes due, all lawful taxes and governmental charges of any kind whatsoever, including without limitation income, profits, receipts, business, property and excise taxes, with respect to any estate, interest, documentation or transfer in or of the Project, this Agreement or any payments with respect to the foregoing, the costs of all building and other permits to be procured, and all utility and other charges and costs incurred in the operation, maintenance, use, occupancy and upkeep of the Project.

Section 505. Authority and Trustee Right to Perform Academy Obligations. In the event the Academy shall fail to perform any of its obligations under this Agreement, the Authority and the Trustee may, but shall be under no obligation to, perform such obligation and pay all costs related thereto, and all such costs so advanced by the Authority or the Trustee shall become an additional obligation of the Academy to the Authority or the Trustee, secured under the Indenture, payable on demand with interest thereon at 2% per annum in excess of the average

rate per annum borne by the Series 2007 Bonds from the date of advancement until payment, but in no event in excess of the maximum rate permitted by law.

Section 506. Audit Obligation. The Academy shall have an independent audit, using generally accepted accounting principles generally used for public school accounting in the State of Michigan, of its bonding activities under these sections conducted within 120 days after completion of all projects financed by the proceeds of this Agreement and shall submit the audit report to the Michigan Department of Treasury and the Authority.

ARTICLE VI

ACQUISITION, CONSTRUCTION AND EQUIPPING OF PROJECT

Section 601. Project Fund Disbursements. Subject to the conditions set forth below, unless an Event of Default has occurred and is continuing, the Trustee shall disburse out of the Project Fund the lesser of (a) the Project Costs paid or incurred or (b) the Series 2007 Bond proceeds deposited in the Project Fund and investment income in the Project Fund. Such disbursements shall be used to pay the Project Costs so long as there are moneys in the Project Fund, upon presentation of a Requisition Certificate executed by the Academy in the form shown on Exhibit D attached hereto or in a form approved by the Authorized Officer of the Trustee and the Authority.

Prior to the first disbursement, in addition to all other instruments and documents required to be delivered pursuant to the Indenture, the Bond Purchase Agreement and this Agreement, the Academy shall have delivered to the Trustee (i) a marked-up loan policy of title insurance commitment from a title insurance company satisfactory to the Trustee, naming the Trustee as lender, without standard exceptions, in the amount specified in Section 607 of this Agreement, insuring that the Mortgage is a first lien in all respects on the unencumbered marketable fee simple absolute title to the Site, subject only to Permitted Encumbrances, together with copies of all necessary sworn statements and lien waivers required by the title company, if any, and (ii) evidence of payment of fees relating thereto.

Additionally, no disbursements relating to Project Improvements shall be made from the Project Fund unless and until the Trustee shall have received the following in form and content satisfactory to the Trustee:

(a) the contract between the Academy and the Project Architect, together with the plans and specifications for the Project Improvements and an assignment of the contract for the benefit of the Trustee;

(b) a fixed price or guaranteed maximum price contract for the construction and installation of the Project Improvements and an assignment of the contract for the benefit of the Trustee;

(c) waivers of any rights of subrogation from the insurer under any insurance policy which at any time claims that no liability exists as to the Academy under such policy;

(d) the Academy's statement as to the total amount of costs associated with the Project Improvements and a sworn construction cost statement and from the general contractor and lien waivers; and

(e) evidence that the insurance required by the Construction Agreement is in full force and effect and that the general contractor has provided Payment and Performance Bonds with respect to the Project Improvements contemplated by the Construction Agreement naming the Trustee as a dual obligee and containing liquidated damages provisions sufficient to pay interest accruing under the Construction Agreement during any periods in which the Project Improvements have not been completed as required.

(f) an endorsement to mortgage title insurance policy which shall:

(i) update such policy to the date of endorsement and not more than six(6) days prior to the date of disbursement;

(ii) insure the priority of the Mortgage over filed and unfilled mechanics' and materialmen's liens through the date of endorsement; and

(iii) increase the amount of the title insurance in force to include the total amount of the Project Fund then sought to be disbursed relating to the acquisition of or improvements to real property, together with all prior disbursements relating to the acquisition of or improvements to real property.

Each Requisition Certificate shall be accompanied by copies of invoices or other appropriate documentation satisfactory to the Trustee, supporting the payments or reimbursements requested and by a brief description of the portion of the Project financed, acquired, constructed or improved; provided that the Trustee shall have no duty or obligation to review such invoices and may conclusively rely on such requisitions.

Section 602. Obligation of the Academy to Complete the Project and to Pay Costs in Event Project Fund Insufficient. The Academy shall proceed diligently to complete the Project substantially in accordance with the descriptions which have been provided to the Authority. If requested, the Academy shall make available to the Authority and the Trustee such information concerning the Project as any of them may reasonably request. The Academy may revise the plans and specifications for the Project, provided, however, that the Project shall not be materially altered in scope, character, value or operation without the prior written consent of the Trustee and the holders of 100% of the Series 2007 Bonds, and provided, further, that the expenditure of moneys for the Project as modified is permitted by the Enabling Legislation and will not impair the exclusion of interest on the Series 2007 Bonds from gross income for federal income tax purposes.

In the event the money in the Project Fund available for payment of the costs of the Project shall not be sufficient to make such payment in full, the Academy agrees to pay directly,

or to deposit moneys in the Project Fund for the payment of, such costs of completing the Project as may be in excess of the moneys available therefor in the Project Fund. The Authority does not make any warranty or representation, either expressed or implied, that the moneys which will be deposited into the Project Fund, and which under the provisions of this Agreement will be available for payment of the costs of the Project, will be sufficient to pay all of the costs which will be incurred in connection therewith. The Academy agrees that if, after exhaustion of the moneys in the Project Fund, the Academy shall pay, or deposit moneys in the Project Fund for payment of, any portion of the costs of the Project pursuant to the provisions of this Section 602, it shall not be entitled to any reimbursement therefor from the Authority, the Trustee or from the owners of any of the Series 2007 Bonds, nor shall it be entitled to any diminution of the amounts payable hereunder.

Section 603. Recovery Under Breach of Warranty. All warranties shall vest in the Academy and in the event of default or breach of warranty by any contractor in connection with the Project or with respect to any materials, workmanship or performance or other guaranty, the Academy may, after notification of the Authority, proceed, either separately or in conjunction with others, to pursue such remedies against the party in default and against each surety as it may deem advisable. Any amounts recovered in connection with the foregoing after Project Costs have been paid or duly provided for shall be paid to the Academy.

Section 604. Completion Certificate. The Completion Date of the acquisition, equipping and installation of the Project and the payment of the entire Project Costs shall be evidenced to the Trustee and the Authority by the Completion Certificate.

Section 605. Use of Surplus Funds. As soon as practicable and in any event within 60 days from the date of delivery of the Completion Certificate, the Academy shall direct the Trustee to transfer any balance remaining in the Project Fund (i.e. "Surplus Bond Proceeds") to the Bond Fund, for use in accordance with the Indenture. Notwithstanding the foregoing, proceeds of the Series 2007 Bonds may be retained in the Project Fund longer than three (3) years after the Issue Date provided the Academy delivers a Favorable Opinion of Bond Counsel to the Trustee with respect to the retention and investment of such proceeds of the Series 2007 Bonds in the Project Fund.

Section 606. Application of Insurance and Condemnation. In the event (i) the Project is damaged or destroyed, or (ii) failure of title to all or part of the Project occurs or title to or temporary use of the Project is taken by condemnation or by the exercise of the power of eminent domain by any governmental body or by any person, firm or corporation acting under governmental authority, the Academy shall promptly give written notice thereof to the Authority and the Trustee. As soon as practicable, but not later than 60 days after such damage or condemnation, the Academy shall elect in writing whether to restore all or part of the Project or to prepay this Agreement. The Academy may only restore all or part of the Project if it demonstrates to the Trustee that (i) it has sufficient money available to it (including insurance proceeds) to undertake such restoration, and (ii) such restoration will not cause interest on the Series 2007 Bonds which would otherwise be excludable from gross income for federal income tax purposes to be included in gross income for federal income tax purposes. If the Academy chooses to restore all or part of the Project, the Trustee shall deposit the proceeds of such

condemnation or insurance in the Project Fund, which shall be reactivated and drawn down in the same manner as provided for the Project Fund in Section 601. If the Academy shall elect to restore the Project, it shall proceed to do so with reasonable dispatch. If the Project shall have been so damaged or destroyed, or if failure of title or condemnation or taking of such part thereof shall have been taken so that the Project may not be reasonably restored within a period of 12 consecutive months (or such longer period of time as is acceptable to the Trustee) to its condition immediately preceding such damage or destruction or failure of title, or if the Academy is thereby prevented from carrying on its normal operations for a period of 12 consecutive months (or such longer period of time as is acceptable to the Trustee), or if the cost of restoring the Project is reasonably deemed by the Academy to be uneconomic and the Academy abandons the Project, then all proceeds of such insurance or condemnation shall be transferred to the Bond Fund and used for payment or redemption of the Series 2007 Bonds.

Section 607. Mortgage and Title Insurance. At or prior to the Closing Date, the Academy shall cause to be executed and delivered and cause to be recorded the Mortgage (as defined in the Indenture) securing performance by the Academy of its obligations under this Agreement and the payment of the Bond Payments and Additional payments by the Academy. The Mortgage shall grant to the Trustee a first mortgage lien on all real property comprising the Project.

At or prior to the Closing Date, the Academy shall cause to be delivered to the Trustee a policy of mortgage title insurance on the Site, insuring the first priority lien of the Mortgage, subject only to Permitted Encumbrances. The title policy shall provide for title insurance in an amount equal to the full principal amount of the Series 2007 Bonds, provided, however, that the effective amount of the title policy as of the Closing Date may be limited to the amount disbursed from the Project Fund as of such date provided that further Project Fund disbursements may be made if accompanied by an endorsement to such title policy increasing coverage by the amount of the disbursement.

ARTICLE VII

FURTHER OBLIGATIONS OF THE ACADEMY

Section 701. Compliance With Laws. The Academy agrees that it shall, throughout the term of this Agreement and at no expense to the Authority, promptly comply or cause compliance with all legal requirements of duly constituted public authorities which may be applicable to the Project or to the repair and alteration thereof, or to the use or manner of use of the Project.

Section 702. Maintenance of Legal Existence Qualification. During the term of this Agreement, and except as otherwise provided by Section 706 hereof, the Academy shall maintain its existence and shall not dissolve or otherwise dispose of all or substantially all of its assets or consolidate with or merge into another entity or permit one or more entities to consolidate with or merge into it without the prior written consent of the Authority.

Section 703. Reports and Access to Projects and Records. The Academy covenants that promptly, but not later than one hundred twenty (120) days after the close of each fiscal year, it will file with the Authority and the Trustee (and upon written request with the original Underwriter for the Series 2007 Bonds), in such quantity as the Authority may require, its audited financial statement for such fiscal year reflecting in reasonable detail the financial position and results of operation of the Academy, together with the audit report by a certified public accountant or firm of independent certified public accountants of suitable experience and responsibility. The Trustee may rely on the financial statements and certificates delivered to it and shall have no duty to analyze those documents or perform independent calculations.

The Academy further covenants and agrees that it will promptly file with the Authority a copy of all documentation, materials and notices filed by or on behalf of the Academy pursuant to or in connection with any continuing disclosure undertaking relating to the Series 2007 Bonds or other debt incurred by or for the benefit of the Academy.

The Academy further covenants and agrees that it has, with the permission of any applicable third parties, placed on file with the Trustee a current property survey of the Project, together with a Phase I and Limited Phase II Environmental Site Assessment performed by Environmental Testing & Consulting, Inc. of Romulus, Michigan.

Subject to reasonable security and safety regulations, the Authority and the Trustee and the respective duly authorized agents of each shall have the right at all reasonable times to enter the Project and to examine and inspect the same.

Section 704. Covenant as to Non-Impairment of Tax-Exempt Status. Notwithstanding any other provision of any rights of the Academy under this Agreement, the Academy hereby covenants that, to the extent permitted by law, it shall take all actions within its control and that it shall not fail to take any action as may be necessary to maintain the exclusion of the interest on the Series 2007 Bonds from gross income for federal income tax purposes, on behalf of itself and the Authority, including but not limited to, actions relating to the rebate of arbitrage earnings and the expenditure and investment of Series 2007 Bond proceeds and moneys deemed to be Series 2007 Bond proceeds, all as more fully set forth in the Non-Arbitrage Certificate.

Section 705. Covenant Regarding Bond Purchases. The Academy covenants that neither it nor any related person will purchase Series 2007 Bonds in an amount related to the amount of proceeds of such Series 2007 Bonds.

Section 706. Academy to Maintain Existence. The Academy covenants and agrees that for so long any Series 2007 Bond remains Outstanding under the Indenture, it shall maintain its existence as a Public School Academy under Michigan law and shall continue to operate its facilities located at the Site as a public school which will produce sufficient available revenues to pay the Bond Payments and all other amounts due and owing under this Agreement. Notwithstanding the foregoing, the Academy shall have the right to cease operations at the Site upon (a) prepayment in full of the Bond Payments, Additional Payments and any prepayment premium required by the Authority as determined in the sole discretion of the Authority and (b) filing an opinion of Bond Counsel that such prepayment and release will not adversely affect the

exclusion of interest on the Series 2007 Bonds from gross income for federal income tax purposes.

Section 707. Other Obligations. The Academy covenants and agrees that for so long as any Series 2007 Bond remains Outstanding under the Indenture, the Academy shall not issue any debt or incur any obligation on a parity with or superior to the Series 2007 Bonds and secured by the Security, except as provided in this Agreement. The Academy further covenants and agrees that for so long as any Series 2007 Bonds remains Outstanding under the Indenture, the Academy shall not issue any debt or incur any obligation payable wholly or in part from (i) moneys, funds, accounts, investments or (2) any other assets of the Academy not comprising State grant-in-aid revenues without the prior written consent of the Trustee, except:

- (a) obligations incurred in the ordinary course of business;
- (b) obligations contained in the Management Agreement between the Academy and Bardwell Group, Inc. dated August 9, 2006, as amended;
- (c) state aid notes (including state aid note lines of credit) issued pursuant to Act No. 451, Public Acts of Michigan, 1976, as amended; and
- (d) purchase money obligations secured by the property being financed; and
- (e) obligations incurred pursuant to and in compliance with federal and other charitable grants.

Section 708. Transfer, Assignment and Leasing. The Academy may not transfer or sell the Project without the prior written consent of the Authority and 100% of the Beneficial Owners of the Series 2007 Bonds and any Additional Bonds. The Academy may lease any portion of the Project with the prior written consent of the Trustee and the holders of 100% of the Series 2007 Bonds provided that the Academy delivers to the Authority and the Trustee in connection with any such leasing a Favorable Opinion of Bond Counsel with respect to such lease. No leasing shall relieve the Academy from primary liability for any of its obligations hereunder, and in the event of any such leasing the Academy shall continue to remain primarily liable for the payment of Bond Payments and for performance and observance of the other agreements herein on its part to be performed and observed.

- (a) Approval of the sale or conveyance of the Project by the Authority, shall be in its sole discretion;
- (b) The Academy shall, on or prior to the effective date of such sale or assignment, furnish or cause to be furnished to the Authority and the Trustee (i) an executed assumption agreement whereby the new owner agrees in writing to assume the obligations of the Academy under this Agreement and the Bond Documents to which the Academy is a party, together with the Trustee's written consent thereto or the written consent of the holders of 100% of the Series 2007 Bonds, and (ii) a Favorable Opinion of Bond Counsel with respect to such assignment or sale agreement; and

(c) The new owner shall submit evidence to the Trustee that it is qualified to do business as a public school academy in the State of Michigan.

Section 709. Substitution and Removal of Personal Property. Any property financed or refinanced with Series 2007 Bond proceeds may not be removed from any Project site unless (i) other property of equivalent or greater value and utility is substituted therefor within six months of such disposition or (ii) the proceeds of the sale of such property are used in accordance with the following sentence or (iii) the Academy receives an opinion of Bond Counsel that noncompliance with (i) or (ii) above will not adversely affect the exclusion of interest on the Series 2007 Bonds from gross income for federal income tax purposes. Any proceeds received upon the sale of any of the property financed or refinanced with the proceeds of the Series 2007 Bonds (i) will be invested at a yield not in excess of the yield on the Series 2007 Bonds and used for the purpose of redeeming the Series 2007 Bonds at the first subsequent call date, or (ii) will be used for the purpose of acquiring property performing the same function at such Project site as the disposed property within six months of the date of receipt of such proceeds. Notwithstanding the foregoing, if any property financed or refinanced with the proceeds of the Series 2007 Bonds wears out or becomes obsolete so that it is no longer functional to the Academy and the Academy deems it appropriate to dispose of such property and, further, if the Academy or any related party thereto receives no economic benefit from the disposal thereof, then the Academy may dispose of such property other than as provided above.

Section 710. Maintenance, Repair and Modification. The Academy shall cause the Project to be used for the purposes described in this Agreement throughout the term of this Agreement. The Academy does not know of any reason why the Project will not be used and occupied by it in the absence of supervening circumstances not now anticipated by it or beyond its control. The failure of the Academy to use the Project for its intended purposes shall not in any way abate or reduce the obligation of the Academy to pay the Bond Payments and the Additional Payments under the provisions of this Agreement.

The Academy agrees that it will keep the Project in good repair and good operating condition, ordinary wear and tear excepted, at its own cost.

The Academy may remodel the Project or make additions, modifications and improvements to the Project from time to time as the Academy, in its discretion, may deem to be desirable, the cost of which shall be paid by the Academy; provided, however, that such additions, modifications and improvements (i) do not materially and adversely alter the scope, character, value or operation of the Project without the prior written consent of the Trustee or 100% of the holders of the Series 2007 Bonds, (ii) do not impair the exclusion of interest on the Series 2007 Bonds from gross income for federal income tax purposes and (iii) do not contravene the provisions of the Enabling Legislation.

Section 711. Liability Insurance. The Academy shall procure and maintain or cause to be procured and maintained continuously in effect with respect to the Project comprehensive general accident and public liability insurance covering any liability arising out of or in any way relating to the maintenance, use or operation of the Project or any part thereof, under which the Academy and the Trustee are named as insureds, in an amount not less than \$1,000,000

combined single limit for bodily injuries and property damage and will cause all contractors to maintain similar insurance against all similar liabilities on their part. The Net Proceeds of all such insurance shall be applied as set forth in Section 606 hereof..

Section 712. Negligence of the Academy. As between the Academy and the Authority, the Academy agrees to defend the Authority against all risks and liabilities, whether or not covered by insurance, for loss or damage to the Project and for injury to or death of any person or damage to any property, whether such injury or death be with respect to agents or employees of the Academy or of third parties, and whether such property damage be to property of the Academy or the property of others, which is proximately caused by the negligent conduct of the Academy, its officers, employees and agents. The Academy hereby assumes responsibility for and agrees to defend and to reimburse Trustee with respect to all liabilities, obligations, losses, damages, penalties, claims, actions, costs and expenses (including reasonable attorney's fees) of whatsoever kind and nature, imposed on, incurred by or asserted against Trustee that in any way relate to or arise out of a claim, suit or proceeding based in whole or in part upon the negligent conduct of the Academy, its officers, employees and agents, to the maximum extent permitted by law.

Section 713. Property Insurance. As between the Academy and the Authority, the Academy shall have and assume the risk of loss with respect to the Project, and shall procure and maintain continuously in effect during the Term of this Agreement with respect to the Project, to the extent of the full replacement cost of the Project, other than land and building foundations, all-risk insurance, subject only to the standard exclusions contained in the policy, in such amount as will be at least sufficient so that a claim may be made for the full replacement cost of any part thereof damaged or destroyed, and including business interruption insurance in an amount sufficient to pay Scheduled Installment Payments for a period of twelve months. All policies (or endorsements or riders) evidencing insurance required in this Section shall be carried in the names of the Academy and Trustee as their respective interests may appear. The Net Proceeds of insurance required by this Section shall be applied as provided in Section 606 hereof; provided that the Net Proceeds of business interruption insurance shall be applied to the payment of Scheduled Installment Payments, Additional Payments and Reserve Fund Payments.

Section 714. Builder's Risk Insurance. The Academy shall maintain in force during the entire acquisition, construction and installation period of any Project Improvements, builder's risk and property damage insurance in an amount not less than the full value of all work done and materials and equipment provided or delivered during the course of any construction, renovation or similar undertaking with respect to the property covered by the Mortgage.

Section 715. Worker's Compensation Insurance. The Academy shall carry or cause to be carried workers' compensation insurance covering all employees on, in, near or about the Project, and upon request, shall furnish to Trustee certificates evidencing such coverage throughout the Term of this Agreement.

Section 716. Other Insurance and Requirements for All Insurance. The Academy shall obtain and maintain or cause to be obtained and maintained during the Term of the Agreement such other insurance policies covering such other risks and in such amounts as are customarily

maintained by educational institutions similar to the Academy in the ordinary course of their business. All insurance required by this Article may be carried under a separate policy or a rider or endorsement; shall be taken out and maintained with responsible insurance companies organized under the laws of one of the states of the United States and qualified to do business in the State; and shall contain a provision that the insurer shall not cancel or revise coverage thereunder without giving written notice to all parties at least thirty (30) days before the cancellation or revision becomes effective. The Academy shall deposit with Trustee policies evidencing any such insurance procured by it, or a certificate or certificates of the respective insurers stating that such insurance is in full force and effect. Before the expiration of any such policy, the Academy shall furnish to Trustee evidence that the policy has been renewed or replaced by another policy conforming to the provisions of this Article.

Section 717. Management Consultant. In the event that 20% of the State School Aid payable to the Academy in any month shall be insufficient to make the Bond Payments due in such month, the Academy shall promptly employ a Management Consultant. The Management Consultant shall review and analyze the financial statements and condition of the Academy and inspect the Project, its operation and administration, and submit written reports to the Academy and Trustee, and make such recommendations as to the operation and administration of the Academy as such Management Consultant deems appropriate. The Academy agrees to consider any recommendations by the Management Consultant and, to the fullest extent practicable and allowed by law and consistent with its covenants hereunder, to adopt and carry out such recommendations.

Section 718. Agreement to Obtain Rating. Upon renewal of its Charter, the Academy shall retain the Underwriter or a consultant with experience securing investment grade ratings for charter schools to determine the likelihood that the Academy could obtain from Standard & Poor's Ratings Group, Moody's Investors Service or Fitch Ratings (each, a "Rating Agency") a rating of the Series 2007 Bonds not less than the lowest "investment grade" rating of such Rating Agency. The Academy shall provide to the consultant such information as it may reasonably request in order to make such assessment. If the consultant determines that such rating is obtainable, the Academy shall at its sole expense make a good faith effort to obtain such rating and maintain it.

Section 719. Management Agreement. The Academy shall not amend its current Management Agreement or enter into a new Management Agreement relating to the Project, unless prior to entering into such amendment or new Management Agreement the Academy obtains a Favorable Opinion of Bond Counsel with respect to such amendment or new Management Agreement.

ARTICLE VIII

ACTIONS AFFECTING AUTHORITY; INTEREST IN THE AGREEMENT

Section 801. Interest in this Agreement. The Academy shall not assign or transfer its rights or obligations under this Agreement, except as shall be permitted in this Agreement or consented to by the Authority and the Trustee.

Section 802. Authority Assignment of this Agreement. The Academy hereby acknowledges and consents to the assignment and pledge pursuant to the Indenture by the Authority to the Trustee, as additional security for the Series 2007 Bonds, of the Municipal Obligation and this Agreement and all of the Authority's rights and powers under this Agreement, (except the Unassigned Rights) including the right to receive Bond Payments and Additional Payments.

Section 803. Rights of Trustee Hereunder. The terms of this Agreement and the enforcement thereof are essential to the security of the Trustee and are entered into for the benefit of the Trustee. The Trustee shall accordingly have contractual rights and duties in this Agreement and be entitled to enforce separately or jointly with the Authority the terms of this Agreement.

Section 804. Authority Compliance With Indenture. The Authority shall comply with the covenants, requirements and provisions of the Indenture and perform all of its obligations thereunder.

Section 805. Supplements to Indenture. The Authority shall consent to no supplements to the Indenture which have a material effect on the rights or obligations of the Academy or the Trustee without the prior written consent of the Academy and the Trustee, respectively.

ARTICLE IX

EVENTS OF DEFAULT AND REMEDIES

Section 901. Events of Default. The term "Events of Default" shall mean, whenever used in this Agreement, any one or more of the following events:

- (a) Failure by the Academy to make a Bond Payment under the Municipal Obligation when due;
- (b) Failure by the Academy to make an Additional Payment hereunder when due;
- (c) Failure by the Academy to observe and perform any other obligations in this Agreement, or in any other related or collateral documents on its part to be observed or performed for a period of forty-five days after written notice specifying such failure and requesting that it be remedied, given to the Academy by the Authority or the Trustee; provided,

however, that if said Default shall be such that it cannot be corrected within such period, it shall not constitute an Event of Default if the Default, in the opinion of the Trustee, is correctable without material adverse effect on the Series 2007 Bonds and if corrective action is instituted within such period and diligently pursued until the Default is corrected.

(d) The dissolution or termination of the Academy or failure by the Academy promptly to lift any execution, garnishment or attachment of such consequences as will materially impair its ability to carry out its obligations under this Agreement or the Academy becomes insolvent or bankrupt, or makes an assignment for the benefit of creditors or consents to the appointment of a trustee or receiver for the Academy or for the greater part of its properties; or a trustee or receiver is appointed for the Academy or for the greater part of its properties without its consent and is not discharged within 60 days; or bankruptcy, reorganization or liquidation proceedings are commenced by or against the Academy, and if commenced against the Academy are consented to by it or remain undismissed for 60 days; or an order for relief is entered in any bankruptcy proceeding.

(e) If any representation or warranty made by the Academy in any document delivered by the Academy to the purchaser(s) of the Series 2007 Bonds, the Trustee or the Authority in connection with the issuance, sale and delivery of the Series 2007 Bonds is untrue in any material respect.

(f) If the Academy shall default under any other agreement for payment of money in excess of \$25,000 and such default shall not be cured within any period of grace provided in such agreement, if any, or if the Academy shall assign or convey or attempt to assign or convey any of its rights or obligations under this Agreement except as shall be permitted under this Agreement, provided, however, that the Academy shall not be in default under this section, if it is contesting in good faith any default under any such other agreement for the payment of money and, with respect to construction liens, has bonded over such lien to the satisfaction of the Trustee, unless in the estimation of the Trustee the security of the Trustee under this Agreement is materially endangered.

(g) The occurrence of an Event of Default under the Indenture.

(h) The loss of its charter or the failure of the Academy to have its charter renewed, unless a charter from another authorizing body is received on or before the effective date of revocation or nonrenewal and a state aid agreement in form and content the same as the agreement executed in connection herewith is executed by such new authorizing body on or before the effective date of revocation or nonrenewal.

The term "Default" shall mean Default by the Academy in the performance or observance of any of the covenants, agreements or conditions on its part contained in this Agreement, exclusive of any period of grace required to constitute an Event.

The Defaults described in subsection (c) above only, are also subject to the following limitation: If the Academy by reason of force majeure is unable to carry out or observe the obligations described in said subsection (c), the Academy shall not be deemed to be in breach or

violation of this Agreement or in default during the continuance of such inability. The term "force majeure" as used herein shall include, without limitation, acts of God, strikes, lockouts or other disturbances; acts of public enemies; inability to comply with or to cause compliance with laws, ordinances, orders, rules, regulations or requirements of any public authority or the government of the United States of America or the State of Michigan or any of their departments, agencies, or officials, or any civil or military authority; inability to procure or cause the procurement of building permits, other permits, licenses or other authorizations required for the construction, use, occupation, operation or management of the Project; insurrections; riots; epidemics; landslides; lightning; earthquake; fire; hurricanes; tornadoes; storms; floods; washouts; droughts; arrests; restraint of government and people; civil disturbances; explosions; breakage or accident to machinery, transmission pipes or canals; partial or entire failure of utilities; or any other cause or event other than financial inability not reasonably within control of the Academy. The Academy agrees, however, to remedy with all reasonable dispatch the cause or causes preventing the Academy from carrying out its agreements; provided, however, that the settlement of strikes, lockouts and other disturbances shall be entirely within the discretion of the Academy, and the Academy shall not be required to make settlement of strikes, lockouts and other disturbances by acceding to the demands of the opposing party or parties when such course is in the judgment of the Academy not in the best interests of the Academy.

Section 902. Remedies Upon an Event of Default. Whenever any Event of Default shall have occurred and be continuing, the Authority or the Trustee may take any one or more of the following remedial steps:

(a) Declare all indebtedness under this Agreement (i.e., Bond Payments, Additional Payments and all other payments required by this Agreement) to be immediately due and payable, whereupon the payment date for the same shall become immediately accelerated and all such indebtedness shall become immediately due and payable;

(b) Have access to and inspect, examine and make copies of the books and records and any and all accounts, data and income tax and other tax returns of the Academy only, however, insofar as they relate to the Project or the Event of Default and remedying thereof;

(c) Exercise and enforce all or any of its rights under this Agreement and the Mortgage; and/or

(d) Petition a court of competent jurisdiction for the appointment of a receiver to take possession of and manage and operate all or any part of the assets of the Academy for the benefit of the Authority and the Trustee.

No remedy herein conferred upon or reserved to the Authority or the Trustee is intended to be exclusive of any other available remedy or remedies, but each and every such remedy shall be cumulative and shall be in addition to every other remedy now or hereafter existing at law or in equity or by statute.

Any amounts collected pursuant to action taken under this Section shall be paid into the Bond Fund and applied in accordance with the Indenture, except amounts collected pursuant to ARTICLE IV for the benefit of the Authority which shall be paid to or retained by the Authority.

Section 903. Payment of Attorneys' Fees and Other Expenses. In the event the Academy should default under any of the provisions of this Agreement and the Authority and/or the Trustee should employ attorneys or incur other expenses for the collection of the Bond Payments, and Additional Payments, for the enforcement of performance or observance of any obligation of the Academy in this Agreement or of the foreclosure of any security interests granted in this Agreement, the Academy shall on demand therefor pay to the Authority and/or the Trustee, as the case may be, the reasonable fees of such attorneys and such other reasonable expenses so incurred.

Section 904. Limitation on Waivers. No delay or omission to exercise any right or power occurring upon any Event of Default shall impair any such right or power or shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed appropriate. In order to entitle the Authority or the Trustee to exercise any remedy under this Article, it shall not be necessary to give any notice other than such notice as may be herein expressly required.

In the event any agreement contained in this Agreement should be breached by any party and thereafter waived by the other parties, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive any other breach hereunder nor a waiver of the same breach on a future occasion. By reason of the assignment and pledge of certain of the Authority's rights and interest in this Agreement to the Trustee, the Authority shall have no power to waive or release the Academy from any Event of Default or the performance or observance of any obligation or condition of the Academy under this Agreement without prior written consent of the Trustee, but shall do so if requested by the Trustee, provided that prior to such waiver or release by the Authority, the Authority shall have been provided with an opinion of bond counsel of nationally recognized standing that such action will not result in any pecuniary liability to it and the Authority shall have been provided such indemnification from the Trustee as the Authority shall deem necessary.

ARTICLE X

MISCELLANEOUS

Section 1001. Amounts Remaining in Funds. Any amounts remaining in the Bond Fund or the Project Fund upon expiration or sooner termination of this Agreement after payment in full of the Series 2007 Bonds (or provision therefor) in accordance with the Indenture, and all other costs and expenses of the Authority and the Trustee specified under this Agreement, and all the amounts required to be paid by the Academy under this Agreement and the Indenture shall have been fully paid, shall be applied as provided in the Indenture.

Section 1002. Notices. All notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed given when mailed by registered or certified mail,

postage prepaid, return receipt requested, addressed to the Authority, the Academy or the Trustee, as the case may be, at the Authority's Address, the Academy's Address, or the Trustee's Address, respectively, or hand delivered to the above at their respective addresses. A duplicate copy of each such notice, certificate or other communication given hereunder to the Authority or the Trustee shall also be given to the others.

The Authority, the Academy, and the Trustee may by notice given hereunder designate any further or different addresses to which subsequent notices, certificates or communications shall be sent.

Section 1003. Amendment. This Agreement may not be amended or terminated without the prior written consent of the Trustee and the Authority and no amendment to this Agreement shall be binding upon either party hereto until such amendment is reduced to writing and executed by both parties hereto. Amendments to this Agreement are subject to the provisions of Sections 9.03 and 9.04 of the Indenture.

Section 1004. Entire Agreement. This Agreement contains all agreements between the parties and there are no other representations, warranties, promises, agreements or understandings, oral, written or inferred, between the parties, unless reference is made thereto in this Agreement and the Indenture.

Section 1005. Binding Effect. This Agreement shall be binding upon the parties hereto and upon their respective successors and assigns, and the words "Authority," "Academy" and "Trustee" shall include the parties hereto and their respective successors and assigns and include any gender and singular and plural, any individuals, partnerships or corporations.

Section 1006. Severability. If any clause, provision or section of this Agreement be ruled invalid or unenforceable by any court of competent jurisdiction, the invalidity or unenforceability of such clause, provision or section shall not affect any of the remaining clauses, provisions or sections.

Section 1007. Execution in Counterparts. This Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

Section 1008. Captions. The captions or headings in this Agreement are for convenience only and in no way define, limit or describe the scope or intent of any provisions of this Agreement.

Section 1009. Applicable Law. This Agreement shall be governed in all respects, whether as to validity, construction, performance or otherwise, by the laws of the State of Michigan.

Section 1010. Non-Liability of State. This Agreement shall not be construed to create any liability or indebtedness of the State of Michigan, or of any officer thereof.

Section 1011. Non-Liability of Authorizing Body. The Authority and the Trustee, on behalf of the Bondholder, each understands and agrees that the authorizing body, Bay Mills Community College Board of Regents, has not agreed to assume, undertake or in any way guarantee payment of the Academy's obligations from any source of revenue available to the Authorizing Body, including the administrative fee deducted by the Authorizing Body from the state school aid payments received by the Authorizing Body for the Academy.

Section 1012. The Indenture. The Academy agrees to be bound by the terms of the Indenture applicable to it, and agrees not to take any action which would cause the Authority or the Trustee to violate the terms of the Indenture.

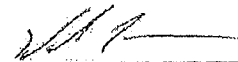
Section 1013. Limitation of Rights. This Agreement is solely for the benefit of the Authority and the Academy and its successors and assigns and nothing contained in this Agreement shall be deemed to confer upon anyone other than the Authority and the Academy and its successors and assigns any right to insist upon, to enforce the performance or observance of or to benefit from any of the obligations contained herein.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed as of the date first above written.

**MICHIGAN PUBLIC EDUCATIONAL
FACILITIES AUTHORITY**

By: 
Thomas J. Letavis
Executive Director

DAVID ELLIS ACADEMY-WEST

By: 
Walter L. Williams
Its: Board Secretary/Treasurer

**EXHIBIT A
TO
FINANCING AGREEMENT**

BOND PAYMENTS

Date	Principal	Interest	Total Principal and Interest
December 1, 2007	-	422,118.75	422,118.75
June 1, 2008	-	422,118.75	422,118.75
December 1, 2008	-	422,118.75	422,118.75
June 1, 2009	-	422,118.75	422,118.75
December 1, 2009	-	422,118.75	422,118.75
June 1, 2010	-	422,118.75	422,118.75
December 1, 2010	-	422,118.75	422,118.75
June 1, 2011	215,000.00	422,118.75	637,118.75
December 1, 2011	-	415,803.13	415,803.13
June 1, 2012	225,000.00	415,803.13	640,803.13
December 1, 2012	-	409,193.75	409,193.75
June 1, 2013	240,000.00	409,193.75	649,193.75
December 1, 2013	-	402,143.75	402,143.75
June 1, 2014	255,000.00	402,143.75	657,143.75
December 1, 2014	-	394,653.13	394,653.13
June 1, 2015	270,000.00	394,653.13	664,653.13
December 1, 2015	-	386,721.88	386,721.88
June 1, 2016	285,000.00	386,721.88	671,721.88
December 1, 2016	-	378,350.00	378,350.00
June 1, 2017	300,000.00	378,350.00	678,350.00
December 1, 2017	-	369,537.50	369,537.50
June 1, 2018	320,000.00	369,537.50	689,537.50
December 1, 2018	-	360,137.50	360,137.50
June 1, 2019	335,000.00	360,137.50	695,137.50
December 1, 2019	-	350,296.88	350,296.88
June 1, 2020	355,000.00	350,296.88	705,296.88
December 1, 2020	-	339,868.75	339,868.75
June 1, 2021	375,000.00	339,868.75	714,868.75
December 1, 2021	-	328,853.13	328,853.13
June 1, 2022	400,000.00	328,853.13	728,853.13
December 1, 2022	-	317,103.13	317,103.13
June 1, 2023	420,000.00	317,103.13	737,103.13
December 1, 2023	-	304,765.63	304,765.63
June 1, 2024	445,000.00	304,765.63	749,765.63

Date	Principal	Interest	Total Principal and Interest
December 1, 2024	-	291,693.75	291,693.75
June 1, 2025	475,000.00	291,693.75	766,693.75
December 1, 2025	-	277,740.63	277,740.63
June 1, 2026	500,000.00	277,740.63	777,740.63
December 1, 2026	-	263,053.13	263,053.13
June 1, 2027	530,000.00	263,053.13	793,053.13
December 1, 2027	-	247,484.38	247,484.38
June 1, 2028	560,000.00	247,484.38	807,484.38
December 1, 2028	-	231,034.38	231,034.38
June 1, 2029	595,000.00	231,034.38	826,034.38
December 1, 2029	-	213,556.25	213,556.25
June 1, 2030	630,000.00	213,556.25	843,556.25
December 1, 2030	-	195,050.00	195,050.00
June 1, 2031	665,000.00	195,050.00	860,050.00
December 1, 2031	-	175,515.63	175,515.63
June 1, 2032	705,000.00	175,515.63	880,515.63
December 1, 2032	-	154,806.25	154,806.25
June 1, 2033	750,000.00	154,806.25	904,806.25
December 1, 2033	-	132,775.00	132,775.00
June 1, 2034	790,000.00	132,775.00	922,775.00
December 1, 2034	-	109,568.75	109,568.75
June 1, 2035	840,000.00	109,568.75	949,568.75
December 1, 2035	-	84,893.75	84,893.75
June 1, 2036	890,000.00	84,893.75	974,893.75
December 1, 2036	-	58,750.00	58,750.00
June 1, 2037	2,000,000.00	58,750.00	2,058,750.00

Schedule of Intercept Amounts Assigned

Pursuant to the Financing Agreement

<u>Date</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Principal</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Interest</u>	Scheduled Fee Payment <u>Component</u>	<u>Total</u>
6/26/2007	-	105,529.69	459.04	105,988.73
7/26/2007	-	105,529.69	459.04	105,988.73
8/26/2007	-	105,529.69	459.04	105,988.73
9/26/2007	-	-	-	-
10/26/2007	-	105,529.69	459.04	105,988.73
11/26/2007	-	-	-	-
12/26/2007	-	84,423.75	459.04	84,882.79
1/26/2008	-	84,423.75	459.04	84,882.79
2/26/2008	-	84,423.75	459.04	84,882.79
3/26/2008	-	84,423.75	718.50	85,142.25
4/26/2008	-	84,423.75	718.50	85,142.25
5/26/2008	-	84,423.75	718.50	85,142.25
6/26/2008	-	84,423.75	718.50	85,142.25
7/26/2008	-	84,423.75	718.50	85,142.25
8/26/2008	-	84,423.75	718.50	85,142.25
9/26/2008	-	-	-	-
10/26/2008	-	84,423.75	718.50	85,142.25
11/26/2008	-	-	-	-
12/26/2008	-	84,423.75	718.50	85,142.25
1/26/2009	-	84,423.75	718.50	85,142.25
2/26/2009	-	84,423.75	718.50	85,142.25

<u>Date</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Principal</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Interest</u>	Scheduled Fee Payment Component	<u>Total</u>
3/26/2009	-	84,423.75	718.50	85,142.25
4/26/2009	-	84,423.75	718.50	85,142.25
5/26/2009	-	84,423.75	718.50	85,142.25
6/26/2009	-	84,423.75	718.50	85,142.25
7/26/2009	-	84,423.75	718.50	85,142.25
8/26/2009	-	84,423.75	718.50	85,142.25
9/26/2009	-	-	-	-
10/26/2009	-	84,423.75	718.50	85,142.25
11/26/2009	-	-	-	-
12/26/2009	-	84,423.75	718.50	85,142.25
1/26/2010	-	84,423.75	718.50	85,142.25
2/26/2010	-	84,423.75	718.50	85,142.25
3/26/2010	-	84,423.75	718.50	85,142.25
4/26/2010	-	84,423.75	718.50	85,142.25
5/26/2010	21,500.00	84,423.75	718.50	106,642.25
6/26/2010	21,500.00	84,423.75	718.50	106,642.25
7/26/2010	21,500.00	84,423.75	718.50	106,642.25
8/26/2010	21,500.00	84,423.75	718.50	106,642.25
9/26/2010	-	-	-	-
10/26/2010	21,500.00	84,423.75	718.50	106,642.25
11/26/2010	-	-	-	-
12/26/2010	21,500.00	84,423.75	718.50	106,642.25
1/26/2011	21,500.00	84,423.75	718.50	106,642.25
2/26/2011	21,500.00	84,423.75	718.50	106,642.25
3/26/2011	21,500.00	84,423.75	713.13	106,636.88
4/26/2011	21,500.00	84,423.75	713.13	106,636.88
5/26/2011	22,500.00	83,160.63	713.13	106,373.75
6/26/2011	22,500.00	83,160.63	713.13	106,373.75
7/26/2011	22,500.00	83,160.63	713.13	106,373.75
8/26/2011	22,500.00	83,160.63	713.13	106,373.75
9/26/2011	-	-	-	-

<u>Date</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Principal</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Interest</u>	Scheduled Fee Payment <u>Component</u>	<u>Total</u>
10/26/2011	22,500.00	83,160.63	713.13	106,373.75
11/26/2011	-	-	-	-
12/26/2011	22,500.00	83,160.63	713.13	106,373.75
1/26/2012	22,500.00	83,160.63	713.13	106,373.75
2/26/2012	22,500.00	83,160.63	713.13	106,373.75
3/26/2012	22,500.00	83,160.63	702.13	106,362.75
4/26/2012	22,500.00	83,160.63	702.13	106,362.75
5/26/2012	24,000.00	81,838.75	702.13	106,540.88
6/26/2012	24,000.00	81,838.75	702.13	106,540.88
7/26/2012	24,000.00	81,838.75	702.13	106,540.88
8/26/2012	24,000.00	81,838.75	702.13	106,540.88
9/26/2012	-	-	-	-
10/26/2012	24,000.00	81,838.75	702.13	106,540.88
11/26/2012	-	-	-	-
12/26/2012	24,000.00	81,838.75	702.13	106,540.88
1/26/2013	24,000.00	81,838.75	702.13	106,540.88
2/26/2013	24,000.00	81,838.75	702.13	106,540.88
3/26/2013	24,000.00	81,838.75	690.50	106,529.25
4/26/2013	24,000.00	81,838.75	690.50	106,529.25
5/26/2013	25,500.00	80,428.75	690.50	106,619.25
6/26/2013	25,500.00	80,428.75	690.50	106,619.25
7/26/2013	25,500.00	80,428.75	690.50	106,619.25
8/26/2013	25,500.00	80,428.75	690.50	106,619.25
9/26/2013	-	-	-	-
10/26/2013	25,500.00	80,428.75	690.50	106,619.25
11/26/2013	-	-	-	-
12/26/2013	25,500.00	80,428.75	690.50	106,619.25
1/26/2014	25,500.00	80,428.75	690.50	106,619.25
2/26/2014	25,500.00	80,428.75	690.50	106,619.25
3/26/2014	25,500.00	80,428.75	678.13	106,606.88
4/26/2014	25,500.00	80,428.75	678.13	106,606.88

<u>Date</u>	Component and Portion of Set- Aside Component Allocated to <u>Principal</u>	Component and Portion of Set- Aside Component Allocated to <u>Interest</u>	Scheduled Fee Payment <u>Component</u>	<u>Total</u>
5/26/2014	27,000.00	78,930.63	678.13	106,608.75
6/26/2014	27,000.00	78,930.63	678.13	106,608.75
7/26/2014	27,000.00	78,930.63	678.13	106,608.75
8/26/2014	27,000.00	78,930.63	678.13	106,608.75
9/26/2014	-	-	-	-
10/26/2014	27,000.00	78,930.63	678.13	106,608.75
11/26/2014	-	-	-	-
12/26/2014	27,000.00	78,930.63	678.13	106,608.75
1/26/2015	27,000.00	78,930.63	678.13	106,608.75
2/26/2015	27,000.00	78,930.63	678.13	106,608.75
3/26/2015	27,000.00	78,930.63	665.00	106,595.63
4/26/2015	27,000.00	78,930.63	665.00	106,595.63
5/26/2015	28,500.00	77,344.38	665.00	106,509.38
6/26/2015	28,500.00	77,344.38	665.00	106,509.38
7/26/2015	28,500.00	77,344.38	665.00	106,509.38
8/26/2015	28,500.00	77,344.38	665.00	106,509.38
9/26/2015	-	-	-	-
10/26/2015	28,500.00	77,344.38	665.00	106,509.38
11/26/2015	-	-	-	-
12/26/2015	28,500.00	77,344.38	665.00	106,509.38
1/26/2016	28,500.00	77,344.38	665.00	106,509.38
2/26/2016	28,500.00	77,344.38	665.00	106,509.38
3/26/2016	28,500.00	77,344.38	651.13	106,495.50
4/26/2016	28,500.00	77,344.38	651.13	106,495.50
5/26/2016	30,000.00	75,670.00	651.13	106,321.13
6/26/2016	30,000.00	75,670.00	651.13	106,321.13
7/26/2016	30,000.00	75,670.00	651.13	106,321.13
8/26/2016	30,000.00	75,670.00	651.13	106,321.13
9/26/2016	-	-	-	-
10/26/2016	30,000.00	75,670.00	651.13	106,321.13
11/26/2016	-	-	-	-

<u>Date</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Principal</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Interest</u>	Scheduled Fee Payment Component	<u>Total</u>
12/26/2016	30,000.00	75,670.00	651.13	106,321.13
1/26/2017	30,000.00	75,670.00	651.13	106,321.13
2/26/2017	30,000.00	75,670.00	651.13	106,321.13
3/26/2017	30,000.00	75,670.00	636.50	106,306.50
4/26/2017	30,000.00	75,670.00	636.50	106,306.50
5/26/2017	32,000.00	73,907.50	636.50	106,544.00
6/26/2017	32,000.00	73,907.50	636.50	106,544.00
7/26/2017	32,000.00	73,907.50	636.50	106,544.00
8/26/2017	32,000.00	73,907.50	636.50	106,544.00
9/26/2017	-	-	-	-
10/26/2017	32,000.00	73,907.50	636.50	106,544.00
11/26/2017	-	-	-	-
12/26/2017	32,000.00	73,907.50	636.50	106,544.00
1/26/2018	32,000.00	73,907.50	636.50	106,544.00
2/26/2018	32,000.00	73,907.50	636.50	106,544.00
3/26/2018	32,000.00	73,907.50	621.00	106,528.50
4/26/2018	32,000.00	73,907.50	621.00	106,528.50
5/26/2018	33,500.00	72,027.50	621.00	106,148.50
6/26/2018	33,500.00	72,027.50	621.00	106,148.50
7/26/2018	33,500.00	72,027.50	621.00	106,148.50
8/26/2018	33,500.00	72,027.50	621.00	106,148.50
9/26/2018	-	-	-	-
10/26/2018	33,500.00	72,027.50	621.00	106,148.50
11/26/2018	-	-	-	-
12/26/2018	33,500.00	72,027.50	621.00	106,148.50
1/26/2019	33,500.00	72,027.50	621.00	106,148.50
2/26/2019	33,500.00	72,027.50	621.00	106,148.50
3/26/2019	33,500.00	72,027.50	604.63	106,132.13
4/26/2019	33,500.00	72,027.50	604.63	106,132.13
5/26/2019	35,500.00	70,059.38	604.63	106,164.00
6/26/2019	35,500.00	70,059.38	604.63	106,164.00
7/26/2019	35,500.00	70,059.38	604.63	106,164.00

<u>Date</u>	<u>Principal Component and Portion of Set- Aside Component Allocated to Principal</u>	<u>Principal Component and Portion of Set- Aside Component Allocated to Interest</u>	<u>Scheduled Fee Payment Component</u>	<u>Total</u>
8/26/2019	35,500.00	70,059.38	604.63	106,164.00
9/26/2019	-	-	-	-
10/26/2019	35,500.00	70,059.38	604.63	106,164.00
11/26/2019	-	-	-	-
12/26/2019	35,500.00	70,059.38	604.63	106,164.00
1/26/2020	35,500.00	70,059.38	604.63	106,164.00
2/26/2020	35,500.00	70,059.38	604.63	106,164.00
3/26/2020	35,500.00	70,059.38	587.38	106,146.75
4/26/2020	35,500.00	70,059.38	587.38	106,146.75
5/26/2020	37,500.00	67,973.75	587.38	106,061.13
6/26/2020	37,500.00	67,973.75	587.38	106,061.13
7/26/2020	37,500.00	67,973.75	587.38	106,061.13
8/26/2020	37,500.00	67,973.75	587.38	106,061.13
9/26/2020	-	-	-	-
10/26/2020	37,500.00	67,973.75	587.38	106,061.13
11/26/2020	-	-	-	-
12/26/2020	37,500.00	67,973.75	587.38	106,061.13
1/26/2021	37,500.00	67,973.75	587.38	106,061.13
2/26/2021	37,500.00	67,973.75	587.38	106,061.13
3/26/2021	37,500.00	67,973.75	569.13	106,042.88
4/26/2021	37,500.00	67,973.75	569.13	106,042.88
5/26/2021	40,000.00	65,770.63	569.13	106,339.75
6/26/2021	40,000.00	65,770.63	569.13	106,339.75
7/26/2021	40,000.00	65,770.63	569.13	106,339.75
8/26/2021	40,000.00	65,770.63	569.13	106,339.75
9/26/2021	-	-	-	-
10/26/2021	40,000.00	65,770.63	569.13	106,339.75
11/26/2021	-	-	-	-
12/26/2021	40,000.00	65,770.63	569.13	106,339.75
1/26/2022	40,000.00	65,770.63	569.13	106,339.75
2/26/2022	40,000.00	65,770.63	569.13	106,339.75

<u>Date</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Principal</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Interest</u>	Scheduled Fee Payment Component	<u>Total</u>
3/26/2022	40,000.00	65,770.63	549.75	106,320.38
4/26/2022	40,000.00	65,770.63	549.75	106,320.38
5/26/2022	42,000.00	63,420.63	549.75	105,970.38
6/26/2022	42,000.00	63,420.63	549.75	105,970.38
7/26/2022	42,000.00	63,420.63	549.75	105,970.38
8/26/2022	42,000.00	63,420.63	549.75	105,970.38
9/26/2022	-	-	-	-
10/26/2022	42,000.00	63,420.63	549.75	105,970.38
11/26/2022	-	-	-	-
12/26/2022	42,000.00	63,420.63	549.75	105,970.38
1/26/2023	42,000.00	63,420.63	549.75	105,970.38
2/26/2023	42,000.00	63,420.63	549.75	105,970.38
3/26/2023	42,000.00	63,420.63	529.25	105,949.88
4/26/2023	42,000.00	63,420.63	529.25	105,949.88
5/26/2023	44,500.00	60,953.13	529.25	105,982.38
6/26/2023	44,500.00	60,953.13	529.25	105,982.38
7/26/2023	44,500.00	60,953.13	529.25	105,982.38
8/26/2023	44,500.00	60,953.13	529.25	105,982.38
9/26/2023	-	-	-	-
10/26/2023	44,500.00	60,953.13	529.25	105,982.38
11/26/2023	-	-	-	-
12/26/2023	44,500.00	60,953.13	529.25	105,982.38
1/26/2024	44,500.00	60,953.13	529.25	105,982.38
2/26/2024	44,500.00	60,953.13	529.25	105,982.38
3/26/2024	44,500.00	60,953.13	507.63	105,960.75
4/26/2024	44,500.00	60,953.13	507.63	105,960.75
5/26/2024	47,500.00	58,338.75	507.63	106,346.38
6/26/2024	47,500.00	58,338.75	507.63	106,346.38
7/26/2024	47,500.00	58,338.75	507.63	106,346.38
8/26/2024	47,500.00	58,338.75	507.63	106,346.38
9/26/2024	-	-	-	-
10/26/2024	47,500.00	58,338.75	507.63	106,346.38

<u>Date</u>	Component and Portion of Set- Aside Component Allocated to <u>Principal</u>	Component and Portion of Set- Aside Component Allocated to <u>Interest</u>	Scheduled Fee Payment <u>Component</u>	<u>Total</u>
11/26/2024	-	-	-	-
12/26/2024	47,500.00	58,338.75	507.63	106,346.38
1/26/2025	47,500.00	58,338.75	507.63	106,346.38
2/26/2025	47,500.00	58,338.75	507.63	106,346.38
3/26/2025	47,500.00	58,338.75	484.63	106,323.38
4/26/2025	47,500.00	58,338.75	484.63	106,323.38
5/26/2025	50,000.00	55,548.13	484.63	106,032.75
6/26/2025	50,000.00	55,548.13	484.63	106,032.75
7/26/2025	50,000.00	55,548.13	484.63	106,032.75
8/26/2025	50,000.00	55,548.13	484.63	106,032.75
9/26/2025	-	-	-	-
10/26/2025	50,000.00	55,548.13	484.63	106,032.75
11/26/2025	-	-	-	-
12/26/2025	50,000.00	55,548.13	484.63	106,032.75
1/26/2026	50,000.00	55,548.13	484.63	106,032.75
2/26/2026	50,000.00	55,548.13	484.63	106,032.75
3/26/2026	50,000.00	55,548.13	460.25	106,008.38
4/26/2026	50,000.00	55,548.13	460.25	106,008.38
5/26/2026	53,000.00	52,610.63	460.25	106,070.88
6/26/2026	53,000.00	52,610.63	460.25	106,070.88
7/26/2026	53,000.00	52,610.63	460.25	106,070.88
8/26/2026	53,000.00	52,610.63	460.25	106,070.88
9/26/2026	-	-	-	-
10/26/2026	53,000.00	52,610.63	460.25	106,070.88
11/26/2026	-	-	-	-
12/26/2026	53,000.00	52,610.63	460.25	106,070.88
1/26/2027	53,000.00	52,610.63	460.25	106,070.88
2/26/2027	53,000.00	52,610.63	460.25	106,070.88
3/26/2027	53,000.00	52,610.63	434.50	106,045.13
4/26/2027	53,000.00	52,610.63	434.50	106,045.13
5/26/2027	56,000.00	49,496.88	434.50	105,931.38
6/26/2027	56,000.00	49,496.88	434.50	105,931.38
7/26/2027	56,000.00	49,496.88	434.50	105,931.38

<u>Date</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Principal</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Interest</u>	Scheduled Fee Payment <u>Component</u>	<u>Total</u>
8/26/2027	56,000.00	49,496.88	434.50	105,931.38
9/26/2027	-	-	-	-
10/26/2027	56,000.00	49,496.88	434.50	105,931.38
11/26/2027	-	-	-	-
12/26/2027	56,000.00	49,496.88	434.50	105,931.38
1/26/2028	56,000.00	49,496.88	434.50	105,931.38
2/26/2028	56,000.00	49,496.88	434.50	105,931.38
3/26/2028	56,000.00	49,496.88	407.25	105,904.13
4/26/2028	56,000.00	49,496.88	407.25	105,904.13
5/26/2028	59,500.00	46,206.88	407.25	106,114.13
6/26/2028	59,500.00	46,206.88	407.25	106,114.13
7/26/2028	59,500.00	46,206.88	407.25	106,114.13
8/26/2028	59,500.00	46,206.88	407.25	106,114.13
9/26/2028	-	-	-	-
10/26/2028	59,500.00	46,206.88	407.25	106,114.13
11/26/2028	-	-	-	-
12/26/2028	59,500.00	46,206.88	407.25	106,114.13
1/26/2029	59,500.00	46,206.88	407.25	106,114.13
2/26/2029	59,500.00	46,206.88	407.25	106,114.13
3/26/2029	59,500.00	46,206.88	378.37	106,085.25
4/26/2029	59,500.00	46,206.88	378.37	106,085.25
5/26/2029	63,000.00	42,711.25	378.37	106,089.63
6/26/2029	63,000.00	42,711.25	378.37	106,089.63
7/26/2029	63,000.00	42,711.25	378.37	106,089.63
8/26/2029	63,000.00	42,711.25	378.37	106,089.63
9/26/2029	-	-	-	-
10/26/2029	63,000.00	42,711.25	378.37	106,089.63
11/26/2029	-	-	-	-
12/26/2029	63,000.00	42,711.25	378.37	106,089.63
1/26/2030	63,000.00	42,711.25	378.37	106,089.63
2/26/2030	63,000.00	42,711.25	378.37	106,089.63
3/26/2030	63,000.00	42,711.25	347.75	106,059.00
4/26/2030	63,000.00	42,711.25	347.75	106,059.00

<u>Date</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Principal</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Interest</u>	Scheduled Fee Payment <u>Component</u>	<u>Total</u>
5/26/2030	66,500.00	39,010.00	347.75	105,857.75
6/26/2030	66,500.00	39,010.00	347.75	105,857.75
7/26/2030	66,500.00	39,010.00	347.75	105,857.75
8/26/2030	66,500.00	39,010.00	347.75	105,857.75
9/26/2030	-	-	-	-
10/26/2030	66,500.00	39,010.00	347.75	105,857.75
11/26/2030	-	-	-	-
12/26/2030	66,500.00	39,010.00	347.75	105,857.75
1/26/2031	66,500.00	39,010.00	347.75	105,857.75
2/26/2031	66,500.00	39,010.00	347.75	105,857.75
3/26/2031	66,500.00	39,010.00	315.38	105,825.38
4/26/2031	66,500.00	39,010.00	315.38	105,825.38
5/26/2031	70,500.00	35,103.13	315.38	105,918.50
6/26/2031	70,500.00	35,103.13	315.38	105,918.50
7/26/2031	70,500.00	35,103.13	315.38	105,918.50
8/26/2031	70,500.00	35,103.13	315.38	105,918.50
9/26/2031	-	-	-	-
10/26/2031	70,500.00	35,103.13	315.38	105,918.50
11/26/2031	-	-	-	-
12/26/2031	70,500.00	35,103.13	315.38	105,918.50
1/26/2032	70,500.00	35,103.13	315.38	105,918.50
2/26/2032	70,500.00	35,103.13	315.38	105,918.50
3/26/2032	70,500.00	35,103.13	281.13	105,884.25
4/26/2032	70,500.00	35,103.13	281.13	105,884.25
5/26/2032	75,000.00	30,961.25	281.13	106,242.38
6/26/2032	75,000.00	30,961.25	281.13	106,242.38
7/26/2032	75,000.00	30,961.25	281.13	106,242.38
8/26/2032	75,000.00	30,961.25	281.13	106,242.38
9/26/2032	-	-	-	-
10/26/2032	75,000.00	30,961.25	281.13	106,242.38
11/26/2032	-	-	-	-
12/26/2032	75,000.00	30,961.25	281.13	106,242.38
1/26/2033	75,000.00	30,961.25	281.13	106,242.38

2/26/2033	75,000.00	30,961.25	281.13	106,242.38
3/26/2033	75,000.00	30,961.25	244.75	106,206.00
	Principal Component and Portion of Set- Aside Component Allocated to Principal	Principal Component and Portion of Set- Aside Component Allocated to Interest	Scheduled Fee Payment Component	Total
4/26/2033	75,000.00	30,961.25	244.75	106,206.00
5/26/2033	79,000.00	26,555.00	244.75	105,799.75
6/26/2033	79,000.00	26,555.00	244.75	105,799.75
7/26/2033	79,000.00	26,555.00	244.75	105,799.75
8/26/2033	79,000.00	26,555.00	244.75	105,799.75
9/26/2033	-	-	-	-
10/26/2033	79,000.00	26,555.00	244.75	105,799.75
11/26/2033	79,000.00	26,555.00	244.75	105,799.75
12/26/2033	79,000.00	26,555.00	244.75	105,799.75
1/26/2034	79,000.00	26,555.00	244.75	105,799.75
2/26/2034	79,000.00	26,555.00	244.75	105,799.75
3/26/2034	79,000.00	26,555.00	206.25	105,761.25
4/26/2034	79,000.00	26,555.00	206.25	105,761.25
5/26/2034	84,000.00	21,913.75	206.25	106,120.00
6/26/2034	84,000.00	21,913.75	206.25	106,120.00
7/26/2034	84,000.00	21,913.75	206.25	106,120.00
8/26/2034	84,000.00	21,913.75	206.25	106,120.00
9/26/2034	-	-	-	-
10/26/2034	84,000.00	21,913.75	206.25	106,120.00
11/26/2034	-	-	-	-
12/26/2034	84,000.00	21,913.75	206.25	106,120.00
1/26/2035	84,000.00	21,913.75	206.25	106,120.00
2/26/2035	84,000.00	21,913.75	206.25	106,120.00
3/26/2035	84,000.00	21,913.75	165.50	106,079.25
4/26/2035	84,000.00	21,913.75	165.50	106,079.25
5/26/2035	89,000.00	16,978.75	165.50	106,144.25
6/26/2035	89,000.00	16,978.75	165.50	106,144.25
7/26/2035	89,000.00	16,978.75	165.50	106,144.25
8/26/2035	89,000.00	16,978.75	165.50	106,144.25
9/26/2035	-	-	-	-

<u>Date</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Principal</u>	Principal Component and Portion of Set- Aside Component Allocated to <u>Interest</u>	Scheduled Fee Payment <u>Component</u>	<u>Total</u>
10/26/2035	89,000.00	16,978.75	165.50	106,144.25
11/26/2035	-	-	-	-
12/26/2035	89,000.00	16,978.75	165.50	106,144.25
1/26/2036	89,000.00	16,978.75	165.50	106,144.25
2/26/2036	89,000.00	16,978.75	165.50	106,144.25
3/26/2036	89,000.00	16,978.75	122.25	106,101.00
4/26/2036	89,000.00	16,978.75	122.25	106,101.00
5/26/2036	200,000.00	11,750.00	122.25	211,872.25
6/26/2036	200,000.00	11,750.00	122.25	211,872.25
7/26/2036	200,000.00	11,750.00	122.25	211,872.25
8/26/2036	200,000.00	11,750.00	122.25	211,872.25
9/26/2036	-	-	-	-
10/26/2036	200,000.00	11,750.00	122.25	211,872.25
11/26/2036	-	-	-	-
12/26/2036	200,000.00	11,750.00	122.25	211,872.25
1/26/2037	200,000.00	11,750.00	122.25	211,872.25
2/26/2037	200,000.00	11,750.00	122.25	211,872.25
3/26/2037	200,000.00	11,750.00	250.00	211,800.00
4/26/2037	200,000.00	11,750.00	250.00	211,800.00

**EXHIBIT D
TO FINANCING AGREEMENT**

REQUISITION CERTIFICATE

TO: U.S. Bank National Association, Trustee, and
Michigan Public Educational Facilities Authority

FROM: David Ellis Academy-West (the "Academy")

RE: \$_____ Michigan Public Educational Facilities Authority Limited Obligation
Revenue Bonds (David Ellis Academy-West Project), Series 2007

This represents Requisition Certificate No. ___ in the total amount of \$_____ to pay those costs of the Project detailed in the schedule attached.

The undersigned certifies that:

1. The expenditures for which moneys are requisitioned hereby represent proper charges against the Project Fund for the above-named Series 2007 Bonds, have not been included in a previous requisition and have been properly recorded on the Academy's books.
2. The moneys requisitioned hereby are not greater than those necessary to meet obligations due and payable or to reimburse the Academy for its funds actually advanced for the costs of the Project. The moneys requested do not include retention or other moneys not yet due or earned under construction contracts.
3. After payment of moneys hereby requested, there will remain in the Project Fund or otherwise available to the Academy sufficient funds available to complete the Project substantially in accordance with the plans and specifications therefor.
4. Delivered herewith are copies of invoices or other appropriate documentation supporting the payments or reimbursements requested.
5. No Default or Event of Default under any of the Bond Documents has occurred and continues.

Capitalized terms used but not defined herein shall have the meanings given in the Financing Agreement and Indenture.

Executed this ____ day of _____, _____.

DAVID ELLIS ACADEMY-WEST

By: _____
Authorized Academy Representative

Approved:

Project Architect

By _____
Its _____

FINANCING AGREEMENT - DEAW

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**EXHIBIT E
TO
FINANCING AGREEMENT
COMPLETION CERTIFICATE**

TO: U.S. Bank National Association, Trustee, and
Michigan Public Educational Facilities Authority

FROM: David Ellis Academy-West (the "Academy")

RE: \$_____ Michigan Public Educational Facilities Authority
Limited Obligation Revenue Bonds (David Ellis Academy-West Project), Series
2007

The undersigned does hereby certify:

1. The construction, if any, acquisition, equipping, refinancing and furnishing of the Project have been completed in accordance with the descriptions submitted to the Authority and in such manner as to conform with all requirements of the Agreement, as of the date of this Certificate (the "Completion Date"). All approvals and certificates necessary to the occupancy and use of the facilities comprising the Project as a public school academy have been received in writing and all conditions appertaining thereto have been met.

2. The Project costs have been paid in full except those not yet due and payable, or which are being contested, which are described below and for which sufficient moneys for payment thereof are being held in the Project Fund:

(a) Cost of the Project not yet due and payable:

<u>Description</u>	<u>Amount</u>
	\$ _____
	\$ _____
TOTAL	\$ _____

(b) Payments being contested:

<u>Description</u>	<u>Amount</u>
	\$ _____
	\$ _____
TOTAL	\$ _____

3. Attached hereto are the following documents:

(a) An endorsement to the title insurance policy issued to the Trustee indicating that no liens or encumbrances exist against the Project except Permitted Encumbrances.

(b) Copies of all insurance policies required by the Agreement.

(c) Copies of all lien waivers executed by the general contractor.

(d) A Certificate of Occupancy for the Project Improvement, if required.

(e) An Alta "as-built" survey with respect to the real property included in the Project Improvements.

(f) The Certificate of Approval from the State Fire Marshal.

4. The moneys in the Project Fund in excess of the totals set forth in 2(a) and (b) above represent Surplus Bond Proceeds and the Trustee is hereby authorized and directed to transfer such moneys to the Bond Fund in accordance with Section 605 of the Agreement.

5. No event of default has occurred under the Agreement, nor has any event occurred which, with the giving of notice or lapse of time or both, shall become an event of default. Nothing has occurred to the knowledge of the Academy that would prevent the performance of its obligations under the Agreement.

This certificate is given without prejudice to any rights against third parties which exist at the date hereof or which may subsequently come into being.

Executed this ____ day of _____, _____.

DAVID ELLIS ACADEMY-WEST

By: _____
Authorized Academy Representative

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EXHIBIT F
TO FINANCING AGREEMENT
FORM OF MUNICIPAL OBLIGATION

No: R-1

\$14,370,000

UNITED STATES OF AMERICA
STATE OF MICHIGAN
COUNTY OF WAYNE

DAVID ELLIS ACADEMY - WEST

SCHOOL BUILDING AND SITE BOND, SERIES 2007

Holder: MICHIGAN PUBLIC EDUCATIONAL FACILITIES AUTHORITY (the
"Authority")

Principal Amount: Fourteen Million Three Hundred Seventy Thousand Dollars (\$14,370,000)

David Ellis Academy - West, a Michigan public school academy (the "Issuer"), for value received, hereby promises to pay to the Holder specified above or its assigns, the Principal Amount specified above at the times and in the amounts specified on the Schedule of Bond Payments, which schedule is attached as Exhibit A to the Financing Agreement, dated as of June 1, 2007 (the "Financing Agreement") between the Michigan Public Educational Facilities Authority and the Issuer (a copy of which Exhibit A is attached hereto) unless prepaid according to the terms and conditions of the Financing Agreement and the Trust Indenture between the Michigan Public Educational Facilities Authority and U.S. Bank National Association, dated as of June 1, 2007 (the "Trust Indenture"). Interest shall be computed and paid as provided in the Financing Agreement and the Trust Indenture.

This bond is issued pursuant to and in full compliance with the Constitution and laws of the State of Michigan (the "State"), particularly Act No. 451, Michigan Public Acts, 1976, as amended ("Act No. 451") and is authorized by a resolution of the board of directors of the Issuer adopted March 19, 2007, for the purpose of financing, on behalf of the Issuer, (1) the costs of the acquisition of land and an existing approximately 82,000 square foot building and related improvements and the furnishing and equipping thereof, all to be located at 19800 Beech Daly Road, Redford, Michigan (the "School Site") and occupied by the Issuer for use as a public school academy; (2) the acquisition of certain school equipment and furnishings to be located at the School Site (3) the renovation and expansion of the School Site; (4) the funding of a reserve fund for the Authority Bonds (as hereinafter defined); (5) the funding of capitalized interest on

FINANCING AGREEMENT - DEAW
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the Authority Bonds; (6) the payoff of an existing line of credit with Detroit Commerce Bank; and (7) the funding of costs of issuance and other financing costs related to the Authority Bonds (collectively, the "Project").

This bond and the interest hereon are general obligations of the Issuer and payable as a first budget obligation from any funds of the Issuer available therefore, and for the prompt payment of the principal of and interest on this bond, the full faith and credit of the Issuer is irrevocably hereby pledged. Pursuant to the Financing Agreement and the State Aid Agreement, dated as of June 1, 2007, between the Issuer, the Authority, the Bay Mills Community College Board of Regents, as the authorizing body of the Issuer, and the Treasurer of the State of Michigan, the Issuer has irrevocably pledged its state aid as security for the payment of this bond. The Issuer covenants to annually make an irrevocable appropriation of a sufficient amount of the Pledged State Aid, as that term is defined in the Financing Agreement, for the payment of the principal of this bond, together with the interest hereon.

Pursuant to the Financing Agreement, by purchasing this bond, the Authority is loaning the Issuer the proceeds received from the sale of the Authority's \$14,370,000 aggregate principal amount of Limited Obligation Revenue Bonds, Series 2007 (David Ellis Academy - West Project), dated the date of their initial delivery to the original purchasers thereof (the "Authority Bonds"), to fund the Project. The Issuer has agreed to repay such loan at the times and in the amounts sufficient for the Authority to make the payment of the principal of and redemption premium, if any, and interest on the Authority Bonds as and when due and as initially set forth on Schedule of Bond Payments attached hereto as Exhibit A and as may be modified from time to time in accordance with the provisions of the Financing Agreement. The Authority Bonds are being issued concurrently with the execution and delivery of this bond, pursuant to, and are secured by, the Trust Indenture. The Issuer has reserved the right to issue additional obligations of equal standing with this bond as to the Security (as defined in the Trust Indenture), subject to the limitations provided by law and subject to the limitations set forth in the Financing Agreement.

It is hereby certified and recited that all acts, conditions and things required by law, precedent to and in the issuance of this note have been done, exist and have happened in regular and due time and form as required by law, and that the total indebtedness of the Issuer, including this bond, does not exceed any constitutional or statutory limitation.

This bond is issued under and is subject to the terms and conditions of the Financing Agreement.

This bond is to be construed according to the laws of the State of Michigan.

Tab 7

CONTRACT SCHEDULE 7
REQUIRED INFORMATION FOR
PUBLIC SCHOOL ACADEMY

SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

Required Information for Public School Academy. This Schedule contains information required by Part 6A of the Revised School Code (“Code”). The required information for the Academy is contained in this Schedule 7.

- Section a. Governance Structure. The governance structure of the Academy is set forth in Section a of this Schedule.
- Section b. Educational Goals. The educational goals of the Academy are set forth in Section b of this Schedule.
- Section c. Educational Programs. The educational programs of the Academy are set forth in Section c of this Schedule.
- Section d. Curriculum. The curriculum of the Academy is set forth in Section d of this Schedule.
- Section e. Methods of Pupil Assessment. The methods of pupil assessment of the Academy are set forth in Section e of this Schedule.
- Section f. Application and Enrollment of Students. The application and enrollment of students criteria of the Academy are set forth in Section f of this Schedule.
- Section g. School Calendar and School Day Schedule. The school calendar and school day schedule procedures are set forth in Section g of this Schedule.
- Section h. Age or Grade Range of Pupils. The age or grade range of pupils to be enrolled by the Academy are set forth in Section h of this Schedule.

Tab A

SECTION A
GOVERNANCE STRUCTURE

GOVERNANCE STRUCTURE

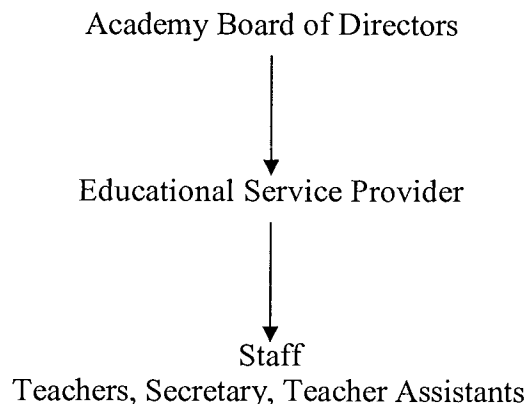
The College Board shall appoint the Board of Directors of the Academy ("Academy Board"). The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy. The Academy Board is responsible for assuring that the Academy operates according to the terms and conditions of this Contract and Applicable law. Contract Schedule 2: Bylaws, Articles IV and V, set forth a further description of the Academy Board's governance structure.

The Academy is incorporated as a non-stock, directorship nonprofit corporation. The Academy Board shall have at least five (5), but no more than nine (9) members, as determined by the College Board. The College Board shall select the members of the Academy Board according to the terms and conditions set forth by the Bay Mills Community College Board of Regents.

The Academy Board shall manage the business, property and affairs of the Academy. The Academy Board shall set all educational, fiscal and administrative policies for the Academy.

With the issuance of this Contract, the Academy Board may contract with a service provider to implement the Academy's educational program as set forth in Schedule 7 of this Contract. If the Academy Board retains a service provider, that service provider will be responsible for the performance of the Academy and will be accountable to the Academy Board. A service provider must report to the Academy Board at regularly scheduled times and upon any request by the Academy Board.

The Governance Structure of the Academy:



The Academy Board consists of five (5) members. Nominations and appointments of subsequent members shall be made in accordance with this Contract. Vacancies in office shall be determined and filled pursuant to the provisions set forth in the Bylaws. The current Academy Board Members are as follows:

Aaron Burrell — President
Address: 23285 Grayson Drive
Southfield, MI 48075
Cell: 248-979-4177
Email: aburrell@dickinsonwright.com
Term: July 1, 2013 — June 30, 2020

Mary Wood — Vice President
Address: 16704 Edinborough
Detroit, MI 48219
Cell: 313-531-5042
Email: marymaliz@aol.com
Term: July 1, 2016 — June 30, 2021

Hollie Jackson — Secretary
Address: 19622 Riverview
Detroit, MI 48219
Cell: 313-910-9017
Email: holli5babies@comcast.net
Term: July 1, 2014 — June 30, 2020

Charline Coats - Treasurer
Address: 24496 Verdant Drive
Farmington Hills, MI 48335
Cell: 248-345-7344
Email: coatsycm@gmail.com
Term: July 28, 2016 — June 30, 2019

Maurice Perkins
Address: 15834 Plainview
Cell: 313-537-7831
Email: perkinsm13@yahoo.com
Term: May 25, 2017 — June 30, 2019

Tab B

SECTION B
EDUCATIONAL GOALS

SCHEDULE 7B

EDUCATIONAL GOALS AND RELATED MEASURES

Pursuant to Applicable Law and the Terms and Conditions of the Contract, including Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal identified in this schedule. Upon request, the Academy shall provide Bay Mills Community College Charter Schools Office (BMCSO) with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, Bay Mills Community College Board of Regents Public School Authorizing Body expects the Academy will meet the State of Michigan's accreditation standards pursuant to state and federal law.

Educational Goal to Be Achieved

Prepare students academically for success in college, work and life.

To determine whether the Academy is achieving or demonstrating measurable progress toward achievement of this goal, BMCSO will annually assess the Academy's performance using the following measures:

Measure 1: Student Achievement

The academic achievement of all students in grades 2-8 will be assessed using the following metrics and achievement targets.

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 2-8	The average grade-level scores in reading and math as measured by NWEA MAP.	Students enrolled for three* or more years will on average achieve scores equal to or greater than the grade-level reading and math college readiness achievement targets most recently identified by NWEA studies.

*If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

Measure 2: Student Growth

The academic growth of all students in grades 2-8 at the Academy will be assessed using the following metrics and growth targets:

Grades	Metrics	Growth Targets
Grades 2-8	Growth made by students from fall-to-spring in reading	Students will on average achieve fall-to-spring

	and math as measured by growth targets set for each student by NWEA MAP.	academic growth targets for reading and math as set for each student by NWEA MAP.
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The measure of student growth is the most important, but not the only factor the authorizing body considers when determining whether the Academy is “demonstrating measurable progress” toward the contractual goal of preparing students academically for success in college, work, and life. Some of the other factors considered are: academy’s comparative position within state accountability reports, required state test proficiency rates compared to surrounding district’s, the trend in the number of students reaching growth targets and achievement targets over the contract period, attendance rates.

Tab C

SECTION C

EDUCATIONAL PROGRAMS

Description of Educational Program

The Academy's academic programs encompass the Michigan K-12 Standards which include the Common Core State Standards for ELA and Math. We use the MC3 for Social Studies and for Science we are beginning the move from Michigan GLCEs to NGSS. This curriculum is combined with research-based teaching methodologies specific to our program and target population.

The DEAW curriculum was developed with teachers and mapped to reflect our quarterly benchmark assessments, a service provided by our educational partner, Achievement Network. Our curriculum is web-based through Atlas Rubicon, therefore, easily accessible from any location. Along with Atlas and Achievement Network, our curriculum is supported by several research-based curriculum resources. Curriculum resources include Eureka Math, Journeys/Collections, Edmentum (Education City, Study Island, Exact Path), Raz Kids, TCI for Science, TCI for Social Studies and Leader in Me.

Students are provided teaching and learning opportunities designed for their ability level, while being challenged to meet and/or exceed academic expectations appropriate for their age level. In the core curricular areas of reading, language arts, mathematics, science and social studies all students have access to small group settings designed to challenge their abilities while providing an atmosphere where they are able to experience success while mastering critical skills.

Rigorous curriculum helps students learn key academic content and practice 21st Century Skills. Science labs offer inquiry-based learning opportunities. Technology labs allow students to practice coding and digital and interpersonal communication. We endeavor for all instruction to strengthen our student's critical thinking, problem solving, collaboration and communication skills; while building vital workplace skills and lifelong habits of learning.

The Academy implements MTSS at all grade levels. In accordance with the program, students receive support relative to their tier level. All Tier 1 students receive differentiated and small group instruction as an integral part of our educational program. Tier 3 students are provided support services from math and reading specialists. In addition to regular instruction, the Academy offers tutoring outside of the school day.

To complement the academic instructional programs and support the whole child, the Academy provides a variety of opportunities to participate in extra-curricular activities, student clubs, and special events. These include: Student Council, Lego Robotics, Basketball, Soccer, Cheerleading, Flag Football, Choir, and Volleyball.

Special events and unique learning opportunities are also a central component of our academic programs. Students demonstrate acquisition of skills and application of concepts through authentic means by participating in performance and project-based activities. These include: Leader In Me and Character Assemblies, Black History Month, School Spirit Week, Holiday Choir Performance, Career Days, National Junior Honor Society, Science Fair, and Spring Concert. Academic field trips are planned by staff across all grade levels. These learning trips include Henry Ford Museum, Detroit Science Center, Cranbrook Science and Art Center,

Detroit Institute of Arts, Detroit Historical and Children's Museums, Detroit Zoo, among others.

Tab D

SECTION D
CURRICULUM

Tab E

SECTION E
METHODS OF PUPIL ASSESSMENT

Methods of Pupil Assessment

The M-STEP is a 21st Century online test given for the first time in the Spring of 2015. It is designed to gauge how well students are mastering state standards. These standards, developed for educators by educators, broadly outline what students should know and be able to do in order to be prepared to enter the workplace, career education training, and college. M-STEP results, when combined with classroom work, report cards, local district assessments and other tools, offer a comprehensive view of student progress and achievement.

State Assessments Provide ♦ An important snapshot of student achievement at a state, district and building level ♦ Valuable information to parents on their child's academic achievement ♦ Important data for teachers, schools, and districts to help guide instruction

Once each year, all students in Michigan take a high-quality state summative assessment. Summative assessments measure what students know and are able to do at specific grade levels and in specific subject areas. All of Michigan's state assessments measure student progress with Michigan's content standards or other career or college-readiness goals. The Michigan Student Test of Educational Progress (M-STEP) is given online to students in grades 3-8 and measures current student knowledge of Michigan's high academic standards in English language.

ANet is an education nonprofit that helps schools boost student learning with great teaching that's grounded in standards, informed by data, and built on the successful practices of educators around the country.

ANet provides formative interim **assessments** that give educators timely, actionable, and student-specific data.

ANet assessments help teachers understand what students know and are able to do with respect to the standards. They go well beyond right and wrong—they provide information about which students are succeeding or struggling, with what, and why.

ANet reports provide timely, actionable, and student-specific data. These specific, targeted data are powerful tools teachers can use to help and empower each of their students.

In other words, these are assessments for learning, not assessments of learning. ANet offers our partners a bridge to the Common Core by customizing our assessments—so schools can maintain rigor and high expectations during this complex period of transition.

NWEA delivers the insights that help students learn, teachers teach, and leaders lead.

Our proven assessment solutions, customized professional learning, and industry-leading research keep you ahead of the curve as times and standards change

The culture we've developed is about using data to inform instruction and enhance what we do in the classroom. We use MAP Growth so that we can be better facilitators in the classroom. Learning Made Visible

MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years.

MAP Growth engages students and measures enough depth of knowledge to determine a student's true understanding.

Additional assessment and evaluation tools will include:

- Standards Based report cards
- Bi Weekly ANet Quizzes
- Teacher Created Tests
- Pre and Post Testing Assessments for Title 1 and other special services eligibility
- Student Self Reflection and Goal Setting
- Leader in Me Student Journals
- Staff Professional Development Needs Assessment
- K-8 Technology Keyboarding Classes
- Feedback Meetings
- Teaching and Learning Cycle

Tab F

SECTION F

APPLICATION AND ENROLLMENT OF STUDENTS

Application and Enrollment Requirements

David Ellis Academy West

Enrollment Limits

The Academy will offer pre-kindergarten through twelfth grade. The maximum enrollment shall be 850 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils or children of Academy Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application and Enrollment Requirements

David Ellis Academy West

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of approval from the Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the Charter Schools Office.
- At a minimum, the legal notice must include:
 - A. The process and/or location(s) for requesting and submitting applications.
 - B. The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Application and Enrollment Requirements

David Ellis Academy West

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a preference policy for siblings or children of employees and Academy Board members, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) or child(ren) of employees or Academy Board members seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
 - A. The number of students who have re-enrolled per grade or grouping level.
 - B. The number of siblings or children of employees and Academy Board members seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - D. The number of spaces remaining, per grade, after enrollment of current students, siblings, and children of employees and Academy Board members.

Application and Enrollment Requirements

David Ellis Academy West

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the Charter Schools Office of both the application period and the date of the random selection drawing, if needed. The Charter Schools Office may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, neutral “third party” such as a CPA firm, government official, ISD official or civic leader to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy’s official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

Tab G

SECTION G

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

SECTION 7g: SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

School Calendar

The Academy's school calendar shall comply with the Code and the School Aid Act of 1979. The Academy Board must submit a copy of the Academy's school calendar to the College Board.

School Day Schedule

The Academy Board must structure the Academy's school day schedule to meet the required number of instructional days and hours as set forth in the Code and the Act. The Academy Board must submit the school day schedule to the College Board prior to the commencement of each academic year.

Tab H

SECTION H

AGE OR GRADE RANGE OF PUPILS

SECTION 7h: AGE OR GRADE RANGE OF PUPILS

The Academy plans to enroll students in pre-kindergarten through eighth grade and may add grades with the prior written approval of the Charter Schools Office Director or the College Board.

Students of the Academy will be children who have reached the age of five (5) as set forth in MCL 380.1147. A child may enroll in kindergarten if the child is at least 5 years of age on September 1, 2018.


If a child is not 5 years of age on the specified enrollment eligibility date but will be 5 years of age not later than December 1 of a school year, the parent or legal guardian of that child may enroll the child in kindergarten for that school year if the parent or legal guardian notifies the school in a timely manner.



Science 1 (M)










Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
1: Properties of Objects <i>(Week 1, 13 Weeks)</i>	How are scientific properties used to choose materials for solving engineering challenges?	<p>In this physical science unit, children develop skills in using the appropriate senses to make purposeful observations of the properties of a variety of objects and materials. They investigate the observable physical attributes of color, shape, size, sinking, floating, texture and magnetic attraction. Children explore the properties of water in its solid and liquid state. They plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question or solve a problem.</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 1</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<ol style="list-style-type: none"> How are observable properties used to organize objects? What objects or materials do magnets attract and repel? How are the physical properties of a solid and a liquid different? How do properties of materials help solve engineering problems? 	<p>Analyzing and interpreting data Asking questions and defining problems Constructing explanations and designing solutions Developing and using models Engaging in argument from evidence Obtaining, evaluating, and communicating information Planning and carrying out investigations Using mathematics and computational thinking</p>	<p> Unit 1 Lesson Resource Packet</p>	<p> Liquids and Solids in My Home.docx</p> <p> Magnetic or Non-Magnetic.doc</p> <p> Sink or Float.doc</p> <p> Using Our Senses to Investigate.docx</p> <p> What is a Property.docx</p> <p> Science Notebook Template.grd 1.doc</p> <p> Concepts and Teaching Points - Unit 1- Grade 1 Final.docx</p> <p> ELA Teaching Points and Focus Questions - Unit 1- Grade 1</p> <p> Boat Design Report</p> <p> Bridge Design Report</p> <p> Letter Home for Engineering</p>













Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		Children use their understanding of properties of materials to design a device that solves a specific problem.	<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>MI: GLCE: Science</p> <p>1st Grade</p> <hr/> <p>Discipline 1: Science Processes</p> <p>Inquiry Process</p> <p>K-7 Standard S.IP:</p> <p>Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.</p> <p>S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses.</p> <p>S.IP.01.12 Generate</p>				Projects  My Observations















Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>questions based on observations.</p> <p>S.IP.01.13 Plan and conduct simple investigations.</p> <p>S.IP.01.16 Construct simple charts from data and observations.</p> <p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.01.13 Communicate and present findings of observations.</p> <p>S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations,</p>				











Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>and watch a video).</p> <p>Discipline 2: Physical Science Properties of Matter K-7 Standard P.PM: Develop an understanding that all matter has observable attributes with physical and chemical properties that are described, measured, and compared. Understand that states of matter exist as solid, liquid, or gas; and have physical and chemical properties. Understand all matter is composed of combinations of elements, which are organized by common attributes and characteristics on the Periodic Table. Understand that substances can be classified as mixtures or compounds and according to their physical and chemical properties.</p> <p>P.PM.E.1 Physical Properties- All objects and substances have physical properties that can be measured.</p>				



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>P.PM.01.11 Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.</p> <p>P.PM.E.2 States of Matter- Matter exists in several different states: solids, liquids and gases. Each state of matter has unique physical properties. Gases are easily compressed but liquids and solids do not compress easily. Solids have their own particular shapes, but liquids and gases take the shape of the container.</p> <p>P.PM.01.21 Demonstrate that water as a solid keeps its own shape (ice).</p> <p>P.PM.01.22 Demonstrate that water as a liquid takes on the shape of various containers.</p> <p>P.PM.E.3 Magnets- Magnets can repel or attract other magnets. Magnets can also attract magnetic objects. Magnets can</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>attract and repel at a distance.</p> <p>P.PM.01.31 Identify materials that are attracted by magnets.</p> <p>P.PM.01.32 Observe that like poles of a magnet repel and unlike poles of a magnet attract.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
2: Weather and Seasons <i>(Week 14, 7 Weeks)</i>	How do scientists observe, record and compare changes in weather?	<p>The first learning cycle focuses on the study of weather and how it changes from day-to-day. Students identify local weather conditions such as temperature, cloud cover, precipitation and wind. After monitoring temperature changes that occur during different types of the day, they</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 1 Writing</p> <p>2. Write informative/explanatory texts to examine ideas and convey complex information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.1.2. Write</p>	<ol style="list-style-type: none"> What changes in weather do scientists observe daily? What patterns in weather do scientists observe over time? How do scientists 	<ul style="list-style-type: none"> Analyzing and interpreting data Asking questions and defining problems Constructing explanations and designing solutions Developing and using models Engaging in argument from evidence Obtaining, evaluating, and 	<p> Unit 2 Lesson Resource Packet</p>	<p> Weather Observation Report -(13).doc</p> <p> Anemometer Design Report.docx</p> <p> Cycle 1- Teaching Points.docx</p> <p> Cycle 3 - Seasonal Weather Patterns.docx</p> <p> Cycle 2 Teaching points.docx</p> <p> How-to Book</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		<p>plan and conduct an investigation of day to day temperature patterns. In the second learning cycle students take on the role of meteorologists. They research severe weather descriptions in order to determine appropriate safety recommendations. Students design, build and use weather monitoring tools to investigate current weather patterns. They prepare and present an oral weather report which includes a forecast based on the weather data patterns they recorded.</p>	<p>informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a</p>	<p>communicate information?</p> <p>4. How is the work of scientists and engineers related?</p>	<p>communicating information</p> <ul style="list-style-type: none"> Planning and carrying out investigations Using mathematics and computational thinking 		<p>Planning Sheet.docx</p> <p> Precipitation Measuring Tool Design Process.docx</p> <p> Text Features Authors Use.docx</p> <p> Anemometer Example .doc</p> <p> Class Thermometer Template.docx</p> <p> Engineering Materials Letter.docx</p> <p> Anemometer Example .doc</p> <p> Class Thermometer Template.docx</p> <p> Engineering Materials Letter.docx</p> <p> Four Seasons Sorting Mat .docx</p> <p> Four Seasons Weather Book Page.doc</p> <p> Four Temperature Chart.doc</p> <p> How do I Choose What to</p>





Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>sequence of instructions).</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>MI: GLCE: Science 1st Grade</p> <p>Discipline 1: Science Processes</p> <p>Inquiry Process</p> <p>K-7 Standard S.IP: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.</p> <p>S.IP.E.1 Inquiry involves generating questions, conducting</p>				<p>Wear.docx</p> <p> Precipitation Graph .doc</p> <p> Precipitation Measuring Tool Design Report .doc</p> <p> Sky Graph.doc</p> <p> Temperature Graph.doc</p> <p> Temperature Patterns Investigation Reportdocx.docx</p> <p> Temperature Through the Day .doc</p> <p> Weather Words and Tools I Know- (1).doc</p> <p> Weather Words.docx</p> <p> Wind Graph (15).doc</p> <p> Sample Calendar for Grade 1 Weather</p> <p> Hot and Cold Pictures</p> <p> Sample Science Report</p> <p> Weather Words and Tools Scientists Use</p> <p> Weather</p>









Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses.</p> <p>S.IP.01.12 Generate questions based on observations.</p> <p>S.IP.01.13 Plan and conduct simple investigations.</p> <p>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.</p> <p>S.IP.01.15 Make accurate measurements with appropriate (non-standard) units for the measurement tool.</p> <p>S.IP.01.16 Construct simple charts from data and observations.</p> <p>Inquiry Analysis and</p>				<p> Pictures</p> <p> <u>Grade 1 Earth Science Weather Overview 1-3-15.doc</u></p> <p> <u>Sample Science Report 2-20-15.doc</u></p> <p> <u>Weather Observation Report 2-3-15.doc</u></p> <p> <u>Weather Words and Tools Scientists Use 2-3-15.doc</u></p> <p> <u>Anemometer Design Report 1-3-15.docx</u></p> <p> <u>ELA and Science Teaching Points Weather and Seasons 3-16-15.docx</u></p> <p> <u>Engineering Materials Letter 2-3-15.docx</u></p> <p> <u>How do I Choose What to Wear 2-3-15.docx</u></p> <p> <u>Precipitation Measuring Tool Design Process 8-24-15.docx</u></p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.01.12 Share ideas about science through purposeful conversation.</p> <p>S.IA.01.13 Communicate and present findings of observations.</p> <p>S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).</p> <p>Reflection and Social Implications K-7 Standard S.RS: Develop an</p>				<p> Seasonal Weather Patterns Investigation Plan 2-20-15.docx</p> <p> Temperature Patterns Investigation Report 2-3-15.docx</p>




Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.</p> <p>S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history.</p> <p>S.RS.01.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>S.RS.01.12 Recognize that science investigations are done</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>more than one time.</p> <p>Discipline 4: Earth Science</p> <p>E.ES.E.2 Weather- Weather changes from day to day and over the seasons.</p> <p>E.ES.01.21 Compare daily changes in the weather related to temperature (cold, hot, warm, cool); cloud cover (cloudy, partly cloudy, foggy) precipitation (rain, snow, hail, freezing rain); wind (breezy, windy, calm).</p> <p>E.ES.01.22 Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, and wind.</p> <p>E.ES.01.23 Describe severe weather characteristics.</p> <p>E.ES.01.24 Describe precautions that should be taken for human safety during severe weather conditions (thunder and lightning, tornadoes, strong winds, heavy precipitation).</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>E.ES.E.3 Weather Measurement- Scientists use tools for observing, recording, and predicting weather changes.</p> <p>E.ES.01.31 Identify the tools that might be used to measure temperature, precipitation, cloud cover and wind.</p> <p>E.ES.01.32 Observe and collect data of weather conditions over a period of time.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
3: The Sun Warms the Earth (Week 21, 8 Weeks)	How do scientists investigate and explain the Sun's affect on the Earth?	In the first cycle of this Earth Science unit, students explore the relationship between the Sun's warmth and the seasonal weather patterns investigation in Grade 1 Unit 2: Weather and	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 1</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information</p>	<ol style="list-style-type: none"> How does the Sun affect the Earth's temperature? How does the Sun appear to move 	<ul style="list-style-type: none"> Analyzing and interpreting data Asking questions and defining problems Constructing explanations and designing solutions Developing 	<p> OS SCoPE Sun Warms the Earth 12-18-15.doc</p>	<p> Sunrise Times Chart.docx</p> <p> ELA Teaching Point and Focus Questions - Unit 3 Cycle 1.docx</p> <p> Hours of Sunlight and Temperature.doc</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		<p>Seasons. They investigate how sunlight affects the temperature of soil and water. Students use their knowledge of the Sun's heat and the engineering process to build a solar oven.</p> <p>The second cycle focuses on the apparent movement of the sun across the sky, creating night and day. Students build a solar clock to demonstrate how the shadows caused by the Sun move as the day progresses. They produce a poster designed to explain to others how the Sun warms the Earth and moves across the sky.</p> <p> Unit 3 as a Word Document</p>	<p>clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each</p>	<p>in predictable patterns across the sky?</p> <p>3. What causes day and night?</p> <p>4. How can the Sun's heat be used to solve problems?</p>	<p>and using models</p> <ul style="list-style-type: none"> Engaging in argument from evidence Obtaining, evaluating, and communicating information Planning and carrying out investigations Using mathematics and computational thinking 		<p>x</p> <p> Hours of Sunlight Chart 2014.docx</p> <p> Sunrise Sunset 2014.xlsx</p> <p> Exploring the Sun's Warmth</p> <p> Solar Oven Design Report</p> <p> Where is the Sun</p> <p> Exploring the Sun's Warmth Report</p> <p> Letter Home for Engineering Projects Sun Warms the Earth Solar Oven Project 3-2-15.docx</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>source, and integrate the information while avoiding plagiarism.</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>MI: Science (2015) 1st Grade</p> <hr/> <p>Space Systems: Patterns and Cycles</p> <p>Space Systems: Patterns and Cycles</p> <p>1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p>MI: GLCE: Science 1st Grade</p> <hr/> <p>Discipline 4: Earth Science</p> <p>Earth Systems</p> <p>K-7 Standard E.ES:</p> <p>Develop an understanding of the warming of the Earth by the sun as the major source of energy for phenomenon on Earth and how the sun's warming relates to</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>weather, climate, seasons, and the water cycle. Understand how human interaction and use of natural resources affects the environment.</p> <p>E.ES.E.1 Solar Energy- The sun warms the land, air and water and helps plants grow.</p> <p>E.ES.01.11 Identify the sun as the most important source of heat which warms the land, air, and water of the Earth.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
4: Animal Life (Week 29, 8 Weeks)	How do animals grow, change, and survive in their habitats?	The first grade life science curriculum builds on the students' prior knowledge of living and nonliving things and the basic needs of all living things. Students explore the	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 1</p> <hr/> <p>Writing</p> <p>2. Write informative/explanatory texts to examine</p>	<ol style="list-style-type: none"> How do animals grow and change over time? What characteristics (body parts) 	<ul style="list-style-type: none"> Analyzing and interpreting data Asking questions and defining problems Constructing explanations and designing solutions 	 Unit 4 Lesson Resource Packet	 All About Book.docx  Animal Habitat Photographs.docx  Bird Beaks.docx  Bird Pictures.docx

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		<p>development of animals through the basic life cycle: egg, young and adult, and egg, larva, pupa and adult. They make connections between young and adult and recognize characteristics that are passed from parent to young. Students investigate animal body parts and their functions. They use their findings to invent an animal, choose a habitat, and assign appropriate body parts to help the animal survive in the habitat.</p>	<p>and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under</p>	<p>are passed on from parents to their young?</p> <p>3. How do physical characteristics and adaptations help animals survive?</p>	<ul style="list-style-type: none"> Developing and using models Engaging in argument from evidence Obtaining, evaluating, and communicating information Planning and carrying out investigations Using mathematics and computational thinking 		<p> Chicken Life Cycle Stages.doc</p> <p> Design a Solution Report.docx</p> <p> Mealworm Life Cycle Stages.doc</p> <p> Mealworm Observation Template.doc</p> <p> Adult and Baby Animals Photos</p> <p> Animal Body Part Pictures</p> <p> ELA and Science Teaching Points Grd 1 Unit</p> <p> Hidden Animals Powerpoint</p> <p> Photos of Dogs and Puppies</p> <p> Who Is The Mommy Assessment</p> <p> Adult and Baby Animals Photos 4-29-15.ppt</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>investigation.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>MI: GLCE: Science 1st Grade</p> <hr/> <p>Discipline 1: Science Processes</p> <p>Inquiry Process K-7 Standard S.IP: Develop an understanding that scientific inquiry and reasoning involves observing,</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>questioning, investigating, recording, and developing solutions to problems.</p> <p>S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses.</p> <p>S.IP.01.12 Generate questions based on observations.</p> <p>S.IP.01.13 Plan and conduct simple investigations.</p> <p>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.</p> <p>S.IP.01.16 Construct simple charts from data and observations.</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.01.12 Share ideas about science through purposeful conversation.</p> <p>S.IA.01.13 Communicate and present findings of observations.</p> <p>S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).</p> <p>Discipline 3: Life Science Organization of Living</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>Things</p> <p>K-7 Standard L.OL: Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform</p>				















Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>specific life functions.</p> <p>L.OL.E.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.</p> <p>L.OL.01.13 Identify the needs of animals.</p> <p>L.OL.E.2 Life Cycles- Plants and animals have life cycles. Both plants and animals begin life and develop into adults, reproduce, and eventually die. The details of this life cycle are different for different organisms.</p> <p>L.OL.01.21 Describe the life cycle of animals including the following stages: egg, young, adult; egg, larva, pupa, adult.</p> <p>Heredity K-7 Standard L.HE: Develop an understanding that all life forms must reproduce to survive.</p>				

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			<p>Understand that characteristics of mature plants and animals may be inherited or acquired and that only inherited traits are passed on to their young. Understand that inherited traits can be influenced by changes in the environment and by genetics.</p> <p>L.HE.E.1 Observable Characteristics- Plants and animals share many, but not all, characteristics of their parents.</p> <p>L.HE.01.11 Identify characteristics (for example: body coverings, beak shape, number of legs, body parts) that are passed on from parents to young.</p> <p>L.HE.01.12 Classify young animals based on characteristics that are passed on from parents (for example: dogs/puppies, cats/kittens, cows/calves, chicken/chicks).</p> <p>© Copyright 2010. National Governors</p>				

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NEW Michigan Science Standard s (Week 1, 37 Weeks)							



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
1: Properties of Materials and Mixtures <i>(Week 2, 10 Weeks)</i>	How are scientific properties used to choose materials to solve problems?	<p>In this unit, students develop competence identifying, classifying, and measuring properties of objects. They use their knowledge of properties to separate mixtures into their parts. They use this knowledge to choose objects that have properties that can help solve various engineering design problems.</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 2</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a</p>	<ol style="list-style-type: none"> How do we use our senses to describe properties of materials? How can we use properties to classify materials? How can we use tools to measure properties of materials? How do we make and separate mixtures? How do we know which materials could be 	<p>Analyzing and interpreting data Asking questions and defining problems Constructing explanations and designing solutions Developing and using models Engaging in argument from evidence Obtaining, evaluating, and communicating information Planning and carrying out investigations Using mathematics and computational thinking</p>	<p> Unit 1 Lesson Resource Packet</p>	<p> Best Benders (Activity 6).docx</p> <p> Guess My Object (Activity 3).docx</p> <p> Material Hardness (Activity 5).docx</p> <p> Moving Day Help (Activity 1).docx</p> <p> Moving Day Sorting (Activity 8).docx</p> <p> Potpourri Recipe Card.docx</p> <p> Properties of Materials Song (Activity 7).docx</p> <p> Properties Speaker Letter (Activity 11).docx</p> <p> Property Word Sort (Activity 7).docx</p> <p> Sorting in My Life (Activity 7).docx</p> <p> Mystery Crystals (Activity 12).docx</p> <p> Clean Up That Spill Investigation Form.docx</p> <p> Mixtures in My Life (Activity 9).docx</p> <p> Potpourri Parent</p>
















Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>topic and strengthen writing as needed by revising and editing.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>used solve engineering challenges?</p>			<p>Letter (Activity 10).docx</p> <p> Potpourri Planning Guide.docx</p> <p> Science Notebook Grid Template.doc</p> <p> Science Notebook Observation Template.doc</p> <p> Science Notebook Template.doc</p> <p> OS Scope Properties of Materials & Mixtures-1 Unit Plan 1-23-15.doc</p> <p> Examples of Mixtures and Tools Photos</p> <p> Property Word Sort</p> <p> Testing Paper Absorbency</p> <p> Which Container Record Sheet</p> <p> Potpourri Parent Letter</p> <p> ELA Teaching Points and Focus Questions - Grade 2 Unit 1</p> <p> Absorbency investigation Powerpoint.ppt</p> <p> What is a Mixture 10-1-16.ppt</p> <p> Examples of</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>MI: GLCE: Science 2nd Grade</p> <hr/> <p>Discipline 1: Science Processes</p> <p>Inquiry Process</p> <p>K-7 Standard S.IP:</p> <p>Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.</p> <p>S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.02.11 Make purposeful observation of the natural world using the appropriate senses.</p> <p>S.IP.02.13 Plan and conduct simple investigations.</p> <p>S.IP.02.14 Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer, balance) that aid observation</p>				<p>Mixtures and Tools Photos 10-1-16.pptx</p>


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>and data collection.</p> <p>S.IP.02.15 Make accurate measurements with appropriate units (meter, centimeter) for the measurement tool.</p> <p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.02.12 Share ideas about science through purposeful conversation.</p> <p>S.IA.02.13 Communicate and present findings of observations.</p> <p>S.IA.02.14 Develop strategies and skills for information gathering and problem solving (books, internet, ask an</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>expert, observation, investigation, technology tools).</p> <p>Discipline 2: Physical Science Properties of Matter K-7 Standard P.PM: Develop an understanding that all matter has observable attributes with physical and chemical properties that are described, measured, and compared Understand that states of matter exist as solid, liquid, or gas; and have physical and chemical properties. Understand all matter is composed of combinations of elements, which are organized by common attributes and characteristics on the Periodic Table. Understand that substances can be classified as mixtures or compounds and according to their physical and chemical properties. P.PM.E.1 Physical Properties- All objects and substances have</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>physical properties that can be measured.</p> <p>P.PM.02.12 Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, sinking or floating).</p> <p>P.PM.02.13 Measure the length of objects using rulers (centimeters) and meter sticks (meters).</p> <p>P.PM.E.4 Material Composition- Some objects are composed of a single substance, while other objects are composed of more than one substance.</p> <p>P.PM.02.41 Recognize that some objects are composed of a single substance (water, sugar, salt) and others are composed of more than one substance (salt and pepper, mixed dry beans).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All</p>				

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2: Uses and Properties of Water (Week 12, 9 Weeks)	Why do we need to conserve water?	In this earth science unit, students conduct interviews and observe their environment in order to better understand why we need water. They explore maps, pictures, and other graphic resources to discover where water is found on the earth. Students are presented with information about the approximate percentage of fresh drinking water on Earth and explore how different tools can be used to clean up polluted water. They compare their results with information on how experts clean polluted water.	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 2 Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by	<ol style="list-style-type: none">Where is water found? (locations)Why do we need water? (uses)How does water change form? (solid,liquid)How can we clean up dirty water?How can we conserve water?	Analyzing and interpreting data Asking questions and defining problems Constructing explanations and designing solutions Developing and using models Engaging in argument from evidence Obtaining, evaluating, and communicating information Planning and carrying out investigations Using mathematics and computational thinking	 Unit 2 Lesson Resource Packet	 Forms of Precipitation.doc  Guess My Object.doc  How My Family Uses Water.docx  Images of bodies of water.docx  Images of water in liquid and solid states.docx  Persuasive Letter Paper For Evaluate.docx  Photos of Tools for Volume.doc  Water Down the Drain Homework.doc  Water Test.docx  ELA Teaching Points and Focus Questions - Grade 2 Unit 2  Poster Engineering Design Process  Dirty Water Challenge  Cleaning Up Water 12-16.docx  Keeping Water Solid Design Report 8-24-15.docx

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		<p>Students conduct an investigation to compare how much water is used when a tap is and is not turned off while brushing teeth. They conclude the first cycle by writing a persuasive letter to persuade a friend or relative to conserve water. Students then examine how water can exist in liquid or solid form, work with its properties in both states, and look for examples of water in both states (rain, dew, fog, snow, hail). They conclude the unit using their understanding of properties of water to keep ice cubes from</p>	<p>revising and editing.</p> <p>Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>MI: GLCE: Science 2nd Grade</p>				

Unit	Overarching and Enduring Understanding s	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		melting and to describe a mystery material.  Uses & Properties of Water Unit Plan-1	<p>Discipline 1: Science Processes</p> <p>Inquiry Process</p> <p>K-7 Standard S.IP:</p> <p>Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.</p> <p>S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.02.11 Make purposeful observation of the natural world using the appropriate senses.</p> <p>S.IP.02.12 Generate questions based on observations.</p> <p>S.IP.02.13 Plan and conduct simple investigations.</p> <p>S.IP.02.14 Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer, balance)</p>				














Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>that aid observation and data collection.</p> <p>S.IP.02.15 Make accurate measurements with appropriate units (meter, centimeter) for the measurement tool.</p> <p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.02.12 Share ideas about science through purposeful conversation.</p> <p>S.IA.02.13 Communicate and present findings of observations.</p> <p>S.IA.02.14 Develop strategies and skills for information gathering and problem solving</p>				











Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>(books, internet, ask an expert, observation, investigation, technology tools).</p> <p>Reflection and Social Implications K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</p>				

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			<p>S.RS.02.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>S.RS.02.13 Recognize that when a science investigation is done the way it was done before, similar results are expected.</p> <p>S.RS.02.15 Use evidence when communicating scientific ideas.</p> <p>Discipline 2: Physical Science Properties of Matter K-7 Standard P.PM: Develop an understanding that all matter has observable attributes with physical and chemical properties that are described, measured, and compared Understand that states of matter exist as solid, liquid, or gas; and have physical and chemical properties. Understand all matter is composed of combinations of elements, which are</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>organized by common attributes and characteristics on the Periodic Table. Understand that substances can be classified as mixtures or compounds and according to their physical and chemical properties.</p> <p>P.PM.E.1 Physical Properties- All objects and substances have physical properties that can be measured.</p> <p>P.PM.02.14 Measure the volume of liquids using common measuring tools (measuring cups, measuring spoons).</p> <p>Discipline 4: Earth Science</p> <p>Fluid Earth</p> <p>K-7 Standard E.FE:</p> <p>Develop an understanding that Earth is a planet nearly covered with water and that water on Earth can be found in three states, solid, liquid, and gas. Understand how water on Earth moves in predictable patterns. Understand</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>Earth's atmosphere as a mixture of gases and water vapor.</p> <p>E.FE.E.1 Water- Water is a natural resource and is found under the ground, on the surface of the earth, and in the sky. It exists in three states (liquid, solid, gas) and can go back and forth from one form to another.</p> <p>E.FE.02.11 Identify water sources (wells, springs, lakes, rivers, oceans).</p> <p>E.FE.02.12 Identify household uses of water (drinking, cleaning, food preparation).</p> <p>E.FE.02.13 Describe the properties of water as a liquid (visible, flowing, shape of container and recognize rain, dew, and fog as water in its liquid state.</p> <p>E.FE.02.14 Describe the properties of water as a solid (hard, visible, frozen, cold) and recognize ice, snow, and hail as water in its solid state.</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
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3: Earth's Surface Features (Week 21, 8 Weeks)	How are landforms built up and broken down?	In the prior unit, students learned about water sources & bodies of water. In this earth science unit, students use photographs and globes to compare landforms in their area to landforms from another area. They write a Landform Concept book for kindergarteners, showing relative size and shape. Students observe and discuss a model of wind and water erosion. They view videos on earthquakes	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 2 Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a	1. Which of the earth's features are found in or near our community? 2. How do the features in our community differ from those in other communities? 3. How does water move on the surface of the earth? 4. How do water & wind	<ul style="list-style-type: none"> Analyzing and interpreting data Asking questions and defining problems Constructing explanations and designing solutions Developing and using models Engaging in argument from evidence Obtaining, evaluating, and communicating information Planning and carrying out investigations Using mathematics and computational thinking 	 Unit 3 Lesson Resource Packet	 Camel Landform Homework.docx  How Does Wind and Water Change the Land.doc  Landform Concept Book Page (5).doc  Landform Concept Book Planning Page.docx  Landform Photos.pptx  Landform Poem.docx  Landform PowerPoint.pptx  Landform Riddles.docx  Landform ScienceNotebooks.docx  Model to Stop Erosion Report.docx  Modeling Dough Request Letter.doc  Weathering and erosion in my neighborhood.docx

Unit	Overarching and Enduring Understanding s	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		<p>and volcanoes to see why landforms change shape and size. Students use engineering design and revise their own model of how to slow down erosion . Lastly, they create their own make believe community containing labeled surface features and answer questions about how land is built up and broken down.</p> <p> Unit Overview - Earths Surface Features-2</p>	<p>new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.2.8. Recall information from experiences or gather</p>	<p>change the shape of the land?</p>			<p> LH lake levels 5-22-16.pptx</p> <p> Map Michigan 2016.pdf</p> <p> Map of Midwest US 2016.pdf</p> <p> Landform Photos (Smith's Vacation) 2016.pptx</p> <p> Landform Page 2016.doc</p> <p> Solving Erosion Report 7-30-16.docx</p> <p> Changes in my neighborhood 7-30-2016.docx</p> <p> Comparing Places 7-30-16.docx</p> <p> ELA Teaching Points Earth's Surface 3 9-27-16.docx</p>













Unit	Overarching and Enduring Understandings	Unit Abstracts	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>information from provided sources to answer a question.</p> <p>MI: Science (2015) 2nd Grade</p> <hr/> <p>Earth's Systems: Processes that Shape the Earth</p> <p>Earth's Systems: Processes that Shape the Earth</p> <p>2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p>  <p>2-ESS2-2 MI Develop a model to represent the state of Michigan and the Great Lakes, or a more local land area and water body</p> <p>MI: GLCE: Science 2nd Grade</p> <hr/> <p>Discipline 1: Science Processes</p> <p>Inquiry Process K-7 Standard S.IP: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>developing solutions to problems.</p> <p>S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.02.11 Make purposeful observation of the natural world using the appropriate senses.</p> <p>S.IP.02.12 Generate questions based on observations.</p> <p>S.IP.02.13 Plan and conduct simple investigations.</p> <p>S.IP.02.14 Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer, balance) that aid observation and data collection.</p> <p>Inquiry Analysis and Communication</p> <p>K-7 Standard S.IA:</p> <p>Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>appropriate technology.</p> <p>S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.02.12 Share ideas about science through purposeful conversation.</p> <p>S.IA.02.13 Communicate and present findings of observations.</p> <p>S.IA.02.14 Develop strategies and skills for information gathering and problem solving (books, internet, ask an expert, observation, investigation, technology tools).</p> <p>Reflection and Social Implications</p> <p>K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.</p> <p>S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</p> <p>S.RS.02.13 Recognize that when a science investigation is done the way it was done before, similar results are expected.</p> <p>Discipline 4: Earth Science</p> <p>Solid Earth</p> <p>K-7 Standard E.SE:</p> <p>Develop an understanding of the properties of earth materials and how those properties make materials useful. Understand</p>				

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			<p>gradual and rapid changes in earth materials and features of the surface of Earth.</p> <p>Understand magnetic properties of Earth.</p> <p>E.SE.E.2 Surface Changes- The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</p> <p>E.SE.02.21 Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, hills).</p> <p>E.FE.E.2 Water Movement- Water moves in predictable patterns.</p> <p>E.FE.02.21 Describe how rain collects on the surface of the Earth and flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground.</p> <p>E.FE.02.22 Describe the major bodies of</p>				

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			<p>water on the Earth's surface (lakes, ponds, oceans, rivers, streams).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
4: Plant Growth and Development <i>(Week 29, 8 Weeks)</i>	How does the surrounding environment affect how a plant grows & changes?	<p>Students observe a dying plant to predict what conditions they need to change to help it survive. They design systems to encourage plant growth and test conditions plants need to survive (water, warmth, light, air). Students make observations to construct evidence-based explanations of how each part of a plant helps the plant</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 2</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>5. Develop and</p>	<ol style="list-style-type: none"> Why are some plants alike and different? What are the conditions that all plants need to grow and survive? How do plants change as they grow? Why are plant parts important? 	<ul style="list-style-type: none"> Cause & Effect Comparing Concluding Describing Designing Identifying Inferring Observing Predicting Questioning 	<p> Unit 4 Lesson Resource Packet</p>	<p> Fruit Dissection Recording Sheet.doc</p> <p> Animals Help Plant Seeds.pptx</p> <p> Diagram of a Seed.doc</p> <p> Friendly Letter Paper.docx</p> <p> Making a Plant Model 12-14.docx</p> <p> Master Gardener help letter.docx</p> <p> The Life Cycle of a Tomato Plant Diagram.docx</p> <p> Plant Growth Record.doc</p> <p> Plant Observation Log.docx</p> <p> Seed Observations and Predictions.doc</p> <p> Student Notebook Sample Pages.pdf</p>

Unit	Overarching and Enduring Understanding s	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		<p>survive. They match seeds and seedlings to adult plants based on the characteristics of the plants (for example: leaf shape, flower type, color, size) and draw what baby plants probably look like based on the characteristics of the adult plant. Students discover that plants go through predictable life cycles (seed, seedling, plant, mature plant producing seeds) and record observations in their notebooks about the growth of a bean plant through its life cycle. They demonstrate what they've learned by acting as a</p>	<p>strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while</p>				<p> Master Gardener Letter</p> <p> ELA Teaching points-Plant Growth and Development 7-29-15.docx</p> <p> Bean Seed Dissection 7-29-15.doc</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		<p>master gardener to give advice on what to do to help a dying plant and they will create the model of a plant with all of its labeled parts.</p>	<p>avoiding plagiarism.</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>MI: GLCE: Science</p> <p>2nd Grade</p> <hr/> <p>Discipline 1:</p> <p>Science Processes</p> <p>Inquiry Process</p> <p>K-7 Standard S.IP:</p> <p>Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.</p> <p>S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.02.11 Make purposeful observation of the natural world using the appropriate senses.</p> <p>S.IP.02.12 Generate questions based on</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>observations.</p> <p>S.IP.02.13 Plan and conduct simple investigations.</p> <p>S.IP.02.14 Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer, balance) that aid observation and data collection.</p> <p>S.IP.02.15 Make accurate measurements with appropriate units (meter, centimeter) for the measurement tool.</p> <p>S.IP.02.16 Construct simple charts and graphs from data and observations.</p> <p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>investigations.</p> <p>S.IA.02.12 Share ideas about science through purposeful conversation.</p> <p>S.IA.02.13 Communicate and present findings of observations.</p> <p>Reflection and Social Implications K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>analysis of evidence that guides decision-making and the application of science throughout history and within society.</p> <p>S.RS.02.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>S.RS.02.15 Use evidence when communicating scientific ideas.</p> <p>Discipline 3: Life Science</p> <p>Organization of Living Things</p> <p>K-7 Standard L.OL:</p> <p>Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where</p>				

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			<p>food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.</p> <p>L.O.L.E.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.</p> <p>L.OL.02.14 Identify the needs of plants.</p> <p>L.OL.E.2 Life Cycles- Plants and animals have life cycles. Both</p>				

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			<p>plants and animals begin life and develop into adults, reproduce, and eventually die. The details of this life cycle are different for different organisms.</p> <p>L.OL.02.22 Describe the life cycle of familiar flowering plants including the following stages: seed, plant, flower, and fruit.</p> <p>Heredity K-7 Standard L.HE: Develop an understanding that all life forms must reproduce to survive. Understand that characteristics of mature plants and animals may be inherited or acquired and that only inherited traits are passed on to their young. Understand that inherited traits can be influenced by changes in the environment and by genetics. L.HE.E.1 Observable Characteristics- Plants and animals share many, but not all, characteristics of their parents.</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>L.HE.02.13 Identify characteristics of plants (for example: leaf shape, flower type, color, size) that are passed on from parents to young.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
NEW Michigan Science Standards <i>(Week 1, 37 Weeks)</i>							



Science 3 (M)



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
1: Changes in Motion <i>(Week 1, 10 Weeks)</i>	How can engineers use their understanding of force and motion to solve problems?	<p>Students extend their Kindergarten understanding of force as a push or pull by investigating the effects of balanced and unbalanced forces on the motion of an object. They compare the cause and effect relationships between two objects in contact with objects not in contact with each other. Students learn that forces interact with each other and can be used to move an object, change direction of an object, or stop an object in motion. They apply this understanding to an engineering challenge.</p> <p> OS Scope</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 3</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2b. Develop the topic with facts, definitions, and details.</p> <p>W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas</p>	<ol style="list-style-type: none"> How do we describe motion? What are forces and how do they cause change in motion? How can we use patterns of motion to solve problems? 	<p>Analyzing and interpreting data</p> <p>Asking questions and defining problems</p> <p>Constructing explanations and designing solutions</p> <p>Developing and using models</p> <p>Engaging in argument from evidence</p> <p>Obtaining, evaluating, and communicating information</p> <p>Planning and carrying out investigations</p> <p>Using mathematics and computational thinking</p>	<p> Unit 1 Lesson Resource Packet</p>	<p> Balanced and Unbalanced Force Diagrams.docx</p> <p> Engineering Design Log Playground.docx</p> <p> Engineering Design Process Poster.doc</p> <p> Explanation of Force Arrows and Tug of War.doc</p> <p> Force and Motion Vocabulary Cards.docx</p> <p> Force Arrow Template.docx</p> <p> Frayer Model on Force.doc</p> <p> How Strong Is My Magnet.doc</p> <p> Magnet Maze Template.doc</p> <p> Make It Move.doc</p> <p> Motion at Home.docx</p> <p> Sample photos of Roller Coaster.doc</p> <p> Ramps and Motion</p>



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		Forces and Motion-3 Unit Overview	<p>within categories of information.</p> <p>W.3.2d. Provide a concluding statement or section.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each</p>				<p> Concept Map Grade 3 unit 3 without extra arrow</p> <p> Engineering Design Log Roller Coaster Design</p> <p> ELA Teaching Points - Changes in Motion Teaching Points</p> <p> Engineering Design Team Reflections - Roller</p> <p> Comparing Vehicle Mass to Speed 7-15-15.doc</p> <p> Engineering Design Log Roller Coaster Design 7-15-15.docx</p> <p> Engineering Design Team Reflections - Roller.docx</p> <p> Surfaces and Speed 7-15-15.doc</p> <p> Comparing Vehicle Mass to Speed 7-15-15.doc</p>









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			<p>source, and integrate the information while avoiding plagiarism.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>MI: Science (2015) 3rd Grade</p> <hr/> <p>Engineering Design Engineering Design</p> <p>3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that</p>				


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			<p>can be improved.</p> <p>Forces and Interactions</p> <p>Forces and Interactions</p> <p>3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> <p>3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.</p> <p>MI: GLCE: Science</p> <p>3rd Grade</p> <hr/> <p>Discipline 1: Science Processes</p> <p>Inquiry Process</p> <p>K-7 Standard S.IP:</p> <p>Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.</p> <p>S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>observation.</p> <p>S.IP.03.11 Make purposeful observation of the natural world using the appropriate senses.</p> <p>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).</p> <p>S.IP.03.16 Construct simple charts and graphs from data and observations.</p> <p>Discipline 2: Physical Science</p> <p>Force and Motion</p> <p>K-7 Standard P.FM:</p> <p>Develop an understanding that the position and/or motion of an object is relative to a point of reference.</p> <p>Understand forces affect the motion and speed of an object and that the net force on an object is the total of all of the forces acting on it. Understand the Earth pulls down on objects with a force called gravity. Develop an understanding that some forces are in direct contact with</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>objects, while other forces are not in direct contact with objects.</p> <p>P.FM.E.2 Gravity- Earth pulls down on all objects with a force called gravity. With very few exceptions, objects fall to the ground no matter where the object is on the Earth.</p> <p>P.FM.03.22 Identify the force that pulls objects towards the Earth.</p> <p>P.FM.E.3 Force- A force is either a push or a pull. The motion of objects can be changed by forces. The size of the change is related to the size of the force. The change is also related to the weight (mass) of the object on which the force is being exerted. When an object does not move in response to a force, it is because another force is being applied by the environment.</p> <p>P.FM.03.35 Describe how a push or a pull is a force.</p> <p>P.FM.03.37 Demonstrate how the change in motion of an object is related to the strength of</p>				

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			<p>the force acting upon the object and to the mass of the object.</p> <p>P.FM.03.38 Demonstrate when an object does not move in response to a force, it is because another force is acting on it.</p> <p>P.FM.E.4 Speed- An object is in motion when its position is changing. The speed of an object is defined by how far it travels in a standard amount of time.</p> <p>P.FM.03.41 Describe the motion of objects in terms of direction.</p> <p>P.FM.03.42 Identify changes in motion (change direction, speeding up, slowing down).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
2: Light and Sound	How are light and sound produced and how do they	In this physical science unit students investigate the	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5	<ol style="list-style-type: none"> How does light travel? How do 	Analyzing and interpreting data Asking	 Unit 2 Lesson Resource Packet	 Investigating Materials and Light Report.docx

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
(Week 11, 10 Weeks)	travel?	properties of light and sound. In the first learning cycle, they identify various light sources, investigate with how light travels. Students design and conduct an investigation examining how different types of materials interact with lights path. They conclude this cycle by applying their understanding of how light behaves to the design and construction of a mobile made of reflective, opaque, transparent and translucent materials. In the second learning cycle, students identify sound as another form of energy. Through exploration, they learn that sound is produced when objects vibrate. They investigate how	MI: Grade 3 Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2b. Develop the topic with facts, definitions, and details. W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2d. Provide a concluding statement or section. 5. Develop and strengthen writing as needed by planning, revising, editing,	we see objects that do not make light? 3. How are sounds produced ? 4. How can sounds be changed to make music? 5. How do different materials interact with light and sound energy? 6. How do sound and light energy compare ?	questions and defining problems Constructing explanations and designing solutions Developing and using models Engaging in argument from evidence Obtaining, evaluating, and communicating information Planning and carrying out investigations Using mathematics and computational thinking		 Sound Producing Stations .doc  Changing Sounds 7-22-15.doc  Design a Musical Instrument Parent Letter 7-22-15.doc  ELA Teaching Points Grade 3 Light and Sound 8-3-15.docx  Investigating Materials and Light Report 8-2-15.docx  Scientific Explanation Sheet.docx  Sound Producing Centers 7-22-15.doc  Making Music 7-22-15.doc






Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		<p>to change the pitch and loudness of sound produced by different vibrating materials. Students apply their understanding of sound in the design and creation of a musical instrument. They conclude the unit by comparing and contrasting sound and light energy.</p> <p> Unit Plan</p>	<p>rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided</p>				
















Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>categories.</p> <p>MI: GLCE: Science</p> <p><u>3rd Grade</u></p> <p>Discipline 1: Science Processes</p> <p>Inquiry Process</p> <p>K-7 Standard S.IP:</p> <p>Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.</p> <p>S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.03.11 Make purposeful observation of the natural world using the appropriate senses.</p> <p>S.IP.03.12 Generate questions based on observations.</p> <p>S.IP.03.16 Construct simple charts and graphs from data and observations.</p> <p>Inquiry Analysis and Communication</p> <p>K-7 Standard S.IA:</p>				















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			<p>Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.</p> <p>S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.03.12 Share ideas about science through purposeful conversation in collaborative groups.</p> <p>Discipline 2: Physical Science</p> <p>Energy</p> <p>K-7 Standard P.EN:</p> <p>Develop an understanding that there are many forms of energy (such as heat, light, sound, and electrical) and that energy is transferable by convection, conduction, or radiation. Understand energy can be in motion, called kinetic; or it can be stored, called potential.</p> <p>Develop an understanding that as</p>				










Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>temperature increases, more energy is added to a system.</p> <p>Understand nuclear reactions in the sun produce light and heat for the Earth.</p> <p>P.EN.E.1 Forms of Energy- Heat, electricity, light, and sound are forms of energy.</p> <p>P.EN.03.11 Identify light and sound as forms of energy.</p> <p>P.EN.E.2 Light Properties- Light travels in a straight path.</p> <p>Shadows result from light not being able to pass through an object. When light travels at an angle from one substance to another (air and water), it changes direction.</p> <p>P.EN.03.21 Demonstrate that light travels in a straight path and that shadows are made by placing an object in a path of light.</p> <p>P.EN.03.22 Observe what happens to light when it travels from air to water (a straw half in the water and half in the air looks bent).</p>				

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			<p>P.EN.E.3 Sound-Vibrating objects produce sound. The pitch of sound varies by changing the rate of vibration.</p> <p>P.EN.03.31 Relate sounds to their sources of vibrations (for example: a musical note produced by a vibrating guitar string, the sounds of a drum made by the vibrating drum head).</p> <p>P.EN.03.32 Distinguish the effect of fast or slow vibrations as pitch.</p> <p>Properties of Matter K-7 Standard P.PM: Develop an understanding that all matter has observable attributes with physical and chemical properties that are described, measured, and compared. Understand that states of matter exist as solid, liquid, or gas; and have physical and chemical properties. Understand all matter is composed of combinations of elements, which are organized by common attributes and characteristics on the Periodic Table. Understand that</p>				

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			<p>substances can be classified as mixtures or compounds and according to their physical and chemical properties.</p> <p>P.PM.E.5 Conductive and Reflective Properties- Objects vary to the extent they absorb and reflect light energy and conduct heat and electricity.</p> <p>P.PM.03.52 Explain how we need light to see objects: light from a source reflects off objects and enters our eyes.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
3: Structures and Functions of Living Things <i>(Week 21, 8 Weeks)</i>	How do plant and animal structures and characteristics help it function in its environment?	This unit is divided into two learning cycles. In the first cycle of this unit students investigate how physical and behavioral characteristics help organisms meet their survival needs..	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 3 Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through	1. What is the relationship between the structure and the function of plant and animal parts?	Asking questions and defining problems Comparing Classifying Developing and using models Planning and carrying out investigations Analyzing and	 Unit 3 Lesson Resource Packet	 Animal Adaptation Performance Task.docx  Animal Adaptations 7-11-15.docx  Animal Adaptations Three Column Chart 8-6-15.doc  Animal and

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		Initially they investigate the functions of plant parts and relate how these functions and characteristics (e.g., leaf, shape, thorns, odor, and color) assist plants in their survival in specific environments. Students extend their understanding of the relationship between structure and function by identifying and comparing animal structures that assist in food-getting, protection, support and movement. They explain how these structures have adapted to help the animal survive in their natural habitats. They apply their understanding by creating models of organisms which illustrate and	<p>the effective selection, organization, and analysis of content.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2b. Develop the topic with facts, definitions, and details.</p> <p>W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2d. Provide a concluding statement or section.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning,</p>	<p>2. How do plant and animal adaptations help them meet their survival needs?</p> <p>3. How do scientists use observable specialized structures to classify organisms?</p> <p>4. How do scientists use a classification system to identify plants and animals?</p>	<p>interpreting data</p> <p>Using mathematics and computational thinking</p> <p>Constructing explanations and designing solutions</p> <p>Engaging in argument from evidence</p> <p>Obtaining, evaluating, and communicating information</p>		<p>Plant Classification 8-6-15.docx</p> <p> Animal Classification .ppt</p> <p> Animal Dichotomous Key Example 8-5-15.doc</p> <p> Animal Dichotomous Key.docx</p> <p> Animal Fact Cards-teacher background.docx</p> <p> Animal Photo and Fact Cards.docx</p> <p> Animal Picture Cards.docx</p> <p> Bird Beak Photos.docx</p> <p> Bird Beak Station Signs.docx</p> <p> Camouflage .pptx</p> <p> Classification chart - blank.doc</p> <p> Design a Plant Action Cards.docx</p> <p> Dichotomous Key for Michigan Trees.docx</p> <p> Everyday Object Handout.docx</p> <p> How Plants Survive 8-5-15.docx</p> <p> Informational Book Notes Taking</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		<p>explain the relationship between structural adaptations and survival.</p> <p>In the second learning cycle, students explore and apply classification systems of living things. They begin by developing systems to sort and identify familiar objects. They examine how distinguishable characteristics are used to classify both plants and animals. Students discover that scientists have developed accepted classification systems to help them study living things. They further their knowledge as they use simple dichotomous keys to identify various Michigan</p>	<p>revising, and editing.</p> <p>Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>MI: GLCE: Science 3rd Grade Discipline 1: Science Processes Inquiry Process</p>				<p>Guide7-24-15.docx</p> <p> Leaf Characteristics.docx</p> <p> Leaf Photos.docx</p> <p> Michigan Animal Dichotomous Key.docx</p> <p> Michigan Animal Picture Cards.docx</p> <p> Michigan Animals and Plants Informational Book CheckBric 7-24-15.docx</p> <p> Michigan Plant and Animal Cards.docx</p> <p> Mystery Photo #1.doc</p> <p> Photos of Michigan Leaves.doc</p> <p> Plant Parts Observation Handout.docx</p> <p> Plant Survival.docx</p> <p> Plants Adaptations.pptx</p> <p> Plants by Design 8-5-15.docx</p> <p> Sample Photos for Animal Classification Practice .docx</p> <p> Schoolyard Field</p>










Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		plants and animals. A focus on Michigan plants and animals brings relevance to student learning. Students apply their developing knowledge of the structures and functions of living thinking in creating books that present these concepts in a text and visual format to share with others.	<p>K-7 Standard S.IP: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems. S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.03.11 Make purposeful observation of the natural world using the appropriate senses.</p> <p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p>				<p>Research 8-5-15.docx</p> <p> Schoolyard Survival.docx</p> <p> Shoe chart example.png</p> <p> Venn Diagram.docx</p> <p> Websites for Michigan Habitats Animals Plants.docx</p> <p> Plant Card Game Card Master.docx</p> <p> Plant Card Game Student Pages.docx</p> <p> Plant Card Game Teacher Pages.docx</p> <p> ELA Teaching PointsnGrade 3 Unit 3 - Structures and Functions 9-28-15.docx</p> <p> Platypus Photo .docx</p>







Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>S.IA.03.12 Share ideas about science through purposeful conversation in collaborative groups.</p> <p>Reflection and Social Implications K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</p> <p>S.RS.03.15 Use</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>evidence when communicating scientific ideas.</p> <p>Discipline 3: Life Science</p> <p>Organization of Living Things</p> <p>K-7 Standard L.OL:</p> <p>Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.</p> <p>L.OL.E.3 Structures and Functions- Organisms have different structures that serve different functions in growth, survival, and reproduction.</p> <p>L.OL.03.31 Describe the function of the following plant parts: flower, stem, root and leaf.</p> <p>L.OL.03.32 Identify and compare structures in animals used for controlling body temperature, support, movement, food-getting, and protection (for example: fur, wings, teeth, scales).</p> <p>L.OL.E.4 Classification- Organisms can be classified on the basis of observable characteristics.</p> <p>L.OL.03.41 Classify plants on the basis of observable physical characteristics (roots, leaves, stems, and flowers).</p> <p>L.OL.03.42 Classify animals on the basis of</p>				


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>observable physical characteristics (backbone, body coverings, limbs).</p> <p>Evolution K-7 Standard L.EV: Develop an understanding that plants and animals have observable parts and characteristics that help them survive and flourish in their environments. Understand that fossils provide evidence that life forms have changed over time and were influenced by changes in environmental conditions. Understand that life forms either change (evolve) over time or risk extinction due to environmental changes and describe how scientists identify the relatedness of various organisms based on similarities in anatomical features. L.EV.E.1 Environmental Adaptation- Different kinds of organisms have characteristics that help them to live in different environments.</p> <p>L.EV.03.11 Relate characteristics and functions of observable</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>parts in a variety of plants that allow them to live in their environment (leaf shape, thorns, odor, color).</p> <p>L.EV.03.12 Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (sharp teeth, claws, color, body coverings).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
4: Earth Materials and Natural Resources <i>(Week 29, 9 Weeks)</i>	How do humans use and impact the Earth's natural resources?	<p>In this earth science unit, students investigate natural resources, particularly those that come from the Earth. The content of this unit has been organized into three learning cycles.</p> <p>In the first cycle of this unit, students</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 3</p> <hr/> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.3.1. Write opinion pieces on topics or texts,</p>	<ol style="list-style-type: none"> How do scientists use observable properties of Earth materials for identification and classification? How are humans dependent on the Earth's 	<p>Analyzing and interpreting data</p> <p>Asking questions and defining problems</p> <p>Constructing explanations and designing solutions</p> <p>Developing and using models</p> <p>Engaging in argument from evidence</p> <p>Obtaining,</p>	<p> Unit 4 Lesson Resource Packet</p>	<p> AllAboutCoal.pdf</p> <p> Coal Energy.pdf</p> <p> Cookie Mining.pdf</p> <p> Elementary Energy Infobook.pdf</p> <p> oil_gas_poster.pdf</p> <p> Renewable Non-Renewable Flyer.pdf</p> <p> Earth Materials and Resources.pptx</p> <p> Mineral Descriptions.doc</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		investigate the properties of a variety of rocks and minerals. They use mineral properties to classify and identify unknown samples. They compare a rock sample and its properties to the minerals from which it is composed. Students are then given an example of Earth materials with a variety of size particles. After using their observations to explain the composition and formation of sand samples, students investigate and compare the water-holding ability of sand, soil and gravel. Students conclude this cycle by making and using a model of a rock to explain how its mineral composition	<p>supporting a point of view with reasons.</p> <p>W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1b. Provide reasons that support the opinion.</p> <p>W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1d. Provide a concluding statement or section.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused</p>	<p>natural resources ?</p> <p>3. How do scientists describe the way humans interact with and change Earth materials and natural resources ?</p> <p>4. How do engineers design plans for conserving the Earth's natural resources ?</p> <p>5. How do scientists and engineers communicate to others the importance of conserving natural resources ?</p>	evaluating, and communicating information Planning and carrying out investigations Using mathematics and computational thinking		<p> Power Up Game Cards.doc</p> <p> Sample Recycling List.doc</p> <p> ELA Grade 3 Unit 4 Teaching Points 1-24-16.docx</p> <p> Informational Writing Grade 3 Self Reflection.docx</p> <p> Opinion Writing Grade 3 Self Reflection.docx</p> <p> Reusing Items from Trash Directions.docx</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		<p>affects its characteristic properties.</p> <p>In the second learning cycle, students investigate the difference between renewable and non-renewable resources. They use a model to explain how competition for different resources impacts availability. After defining and identifying examples of the two types of resources, students focus on energy-producing resources. They use a model to explain why fossil fuels are a non-renewable resource and investigate the different ways people depend on fossil fuels. They research and compare the tradeoffs associated with</p>	<p>questions, demonstrating understanding of the subject under investigation.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>MI: GLCE: Science 3rd Grade</p> <hr/> <p>Discipline 4: Earth Science</p> <p>Earth Systems K-7 Standard E.ES: Develop an understanding of the warming of the Earth by the sun as the major source of energy for phenomenon on Earth and how the sun's</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		<p>using different options for producing electricity and make a recommendation for which type of energy resource should be used for building a new Power Plant in their community.</p> <p>In learning cycle three, students use a model (simulation) to make predictions about how choices and changes can affect a person's energy footprint. They investigate how the impact of mining for natural resources can impact the surface of the earth, and how much of the resources we collect are thrown away in garbage. Students compare different alternatives for</p>	<p>warming relates to weather, climate, seasons, and the water cycle. Understand how human interaction and use of natural resources affects the environment.</p> <p>E.ES.E.4 Natural Resources- The supply of many natural resources is limited. Humans have devised methods for extending their use of natural resources through recycling, reuse, and renewal.</p> <p>E.ES.03.41 Identify natural resources (metals, fuels, fresh water, fertile soil, and forests).</p> <p>E.ES.03.42 Classify renewable (fresh water, fertile soil, forests) and non-renewable (fuels, metals) resources.</p> <p>E.ES.03.43 Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).</p> <p>E.ES.03.44 Recognize that paper, metal, glass, and some plastics can be recycled.</p> <p>E.ES.E.5 Human</p>				

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		<p>dealing with the amount of trash produced. They sort the trash they collected for recycling and design useful items from trash materials.</p> <p>Students conclude the unit by writing a position paper on how to best preserve the earth's natural resources.</p> <p> Unit as a Word Document</p>	<p>Impact- Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.</p> <p>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).</p> <p>E.ES.03.52 Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable and non-renewable resources).</p> <p>Solid Earth K-7 Standard E.SE: Develop an understanding of the properties of earth materials and how those properties make materials useful. Understand gradual and rapid changes in earth materials and features of the surface</p>				





Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>of Earth. Understand magnetic properties of Earth.</p> <p>E.SE.E.1 Earth Materials- Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.</p> <p>E.SE.03.13 Recognize and describe different types of earth materials (mineral, rock, clay, boulder, gravel, sand, soil).</p> <p>E.SE.03.14 Recognize that rocks are made up of minerals.</p> <p>E.SE.E.2 Surface Changes- The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</p> <p>E.SE.03.22 Identify and describe natural causes of change in the Earth's surface (erosion,</p>				


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
Michigan Science Standards <i>(Week 1, 37 Weeks)</i>							






Science 4 (M)



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
Unit 1: Heat, Electricity, and Magnetism (Week 1, 9 Weeks)	How is energy transformed and changed in our environment?	In this physical science unit students are introduced to the concept of energy, with emphasis on familiar examples of heat and electrical energy. They explore the concept that adding energy to a substance has an effect on its state, motion, or temperature.	MI: GLCE: Science 4th Grade Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing	1. How is energy changed from one form to another? 2. How is heat energy transferred and transformed? 3. How is electrical energy	1. Create a chart, cartoon or display that illustrates that defines heat and electricity as forms of energy (P. EN.04.12, S.IP.04.16).	Comparing Concluding Describing Designing Examining Measuring Observing	 Lesson Packet - Heat Electricity Magnetism 4	<p>Student Resource</p> <p>Ardley, Neil. <i>The Science Book of Electricity</i>. New York: Gulliver Books, 1991.</p> <p>---. <i>The Science Book of Energy</i>. New York: Gulliver Books, 1992.</p> <p>Burton, Jane. <i>The Nature and Science of Energy</i>. Milwaukee, WI: Gareth Stevens, 1998.</p> <p>Challoner, Jack. <i>Energy</i>. New York: Dorling Kindersley Publishing, 1993.</p> <p><i>Dr. E's Energy Lab</i>. 29 August 2008. U.S. Department of Energy. 26 February 2009  http://www.eere.energy.gov/kids/</p> <p><i>Energy Kids Page</i>. 26 February 2009  http://www.eia.doe.gov/kids/onlineresources.html</p> <p>Hewitt, Sally. <i>Amazing Electricity</i>. New York: Crabtree Publishing, 2008.</p> <p><i>Introduction to Energy</i>. 17 December 2005. U.S. Department of Energy. 26 February 2009  http://www.fe.doe.gov/education/energylessons/index.html</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		<p>ure. They look at how energy can be transformed from form to form (although it cannot be created or destroyed.) Students identify and compare how heat energy can be transformed from chemical energy (burning), mechanical energy (rubbing, friction), or electrical energy (resistance in electrical devices). They</p>	<p>solutions to problems. S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation. S.IP.04.13 Plan and conduct simple and fair investigations. S.IP.04.16 Construct simple charts and graphs from data and observations</p>	<p>ene rgy transfer and transfer used to solve problems?</p> <p>4.</p>	<p>2. Teach you nger students to make accurate measurements using a thermometer, while conducting a simple investigation using cool water,</p>			<p>Lauw, Darlene, and Lim Cheng Puay. <i>Electricity</i>. New York: Crabtree Publishing, 2002.</p> <p>---. <i>Heat</i>. New York: Crabtree Publishing, 2002.</p> <p><u>Teacher Resource</u> <i>Aries Series: Exploring Energy: Waterwheels, Windmills, and Sunlight</i>. Watertown, MA: Charlesbridge Publishing, 2001.</p> <p><i>Bill Nye Series: Energy</i>. Videocassette. New York: Disney Publishing, 1995.</p> <p>Blackwell, Frank F. <i>Energy and Change</i>. Ypsilanti, MI:High/Scope Educational Research Foundation, 1996.</p> <p>Landes, Nancy M., Gail C. Foster, and Colleen K. Steurer. <i>BSCS Science T.R.A.C.S.: Investigating Heat & Changes in Materials</i>. Dubuque, IA: Kendall/Hunt Publishing Co., 1999.</p> <p>Robertson, William C. <i>Stop Faking It! Energy</i>. Arlington, VA: National Science Teachers Association, 2002.</p> <p><i>Science Alive: Electricity</i>. New York, NY: Crabtree Publishing, 2002.</p> <p><i>Science Snacks</i>. Exploratorium. 26 February 2009  http://www.exploratorium.edu/snacks</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		build simple circuits to investigate the transfer of electrical energy through a wire and observe how it can be transformed into light (bulbs), mechanical energy (buzzers, motors) or heat (hair dryer). Students design investigations, gather and organize data, and use evidence to share ideas related to the ability of	Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology . S.IA.E.1 Inquiry includes an analysis		war m water, and hot water to demonstrate how adding energy to a substance raises the temperature (P. EN. 04. 41, S.IP .04. 13).			Williams, Peter, and Saryl Jacobson. <i>Take A Technowalk: Learn about Mechanisms and Energy</i> . Toronto, ONT: Trifolium Books, 2002.  Unit 1 Energy Transfer and Change - Unit Outline  Unit 1 Energy Transfer and Change - Teacher Background


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		common materials to conduct electricity. They apply their knowledge of heat and electricity transfer and change by demonstrating these concepts through illustrations, models, and activities.  Unit 1: Energy Transfer and Change - Unit Word Document with Contextualized GLCEs	and presentation of findings that lead to future questions, research, and investigations. S.IA.04.11 Summarize information from charts and graphs to answer scientific questions. S.IA.04.14 Develop research strategies and skills for information gathering and problem solving. Reflection and Social Implications K-7 Standard S.RS:		phic organization that illustrates how heat energy is transformed from electrical, mechanical or radiant energy. Include everyday examples of			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge . Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations		each (P. EN. 04. 42, S.IA .04. 14, P.E N.0 4.4 3, S.R S.0 4.1 1). 4. Create a quiz game circuit board based on information learned through the energy			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			to better understand the role of science in society and technology					
			S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the		unit. Draw a diagram of the electrical circuit with arrows to describe the energy transfer and change (P. EN.04.51, S.RS.04.1). 5. Build a circuit test			



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>application of science throughout history and within society.</p> <p>S.RS.04.11 Demonstrate scientific concepts through various illustrations, performance s, models, exhibits, and activities.</p> <p>Discipline 2: Physical Science</p> <p>Energy K-7 Standard P.EN: Develop an understanding that there are many forms of energy (such as heat, light,</p>		<p>er using a battery, bulb , and three wires to test the heat and electrical conductivity of common materials. Create a chart to record and compare</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>sound, and electrical) and that energy is transferable by convection, conduction, or radiation. Understand energy can be in motion, called kinetic; or it can be stored, called potential. Develop an understanding that as temperature increases, more energy is added to a</p>		<p>energy good and poor conductors. Determine which materials would be appropriate for specific purposes such as cooking utensils, roofing material</p>			


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>system. Understand nuclear reactions in the sun produce light and heat for the Earth. P.EN.E.1 Forms of Energy- Heat, electricity, light, and sound are forms of energy. P.EN.04.12 Identify heat and electricity as forms of energy. P.EN.E.4 Energy and Temperature- Increasing the temperature of any substance</p>		<p>s, and how me insulation (P. PM. 04. 53, S.IA .04. 11, S.IP .04. 13).</p> <p> Sample Assessment Items</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>requires the addition of energy.</p> <p>P.EN.04.41 Demonstrate how temperature can be increased in a substance by adding energy.</p> <p>P.EN.04.42 Describe heat as the energy produced when substances burn, certain kinds of materials rub against each other, and when electricity flows through wire.</p> <p>P.EN.04.43 Describe how heat is produced through electricity, rubbing, and burning.</p> <p>P.EN.E.5</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			Electrical Circuits- Electrical circuits transfer electrical energy and produce magnetic fields. P.EN.04.51 Demonstrate how electrical energy is transferred and changed through the use of a simple circuit. P.PM.E.5 Conductive and Reflective Properties -Objects vary to the extent they absorb and reflect light					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			energy and conduct heat and electricity. P.PM.04.53 Identify objects that are good conductors or poor conductors of heat and electricity. Copyright © 2001-2015 State of Michigan					
Unit 2: Properties and Changes of Matter <i>(Week 10, 10 Weeks)</i>	How can properties of matter be observed and measured?	In this physical science unit students explore the properties of matter, emphasizing mass and volume. They measure the mass of objects	MI: GLCE: Science 4th Grade Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP: Develop an understand	1. What are the basic properties of all matter? 2. How is mass related	 Sample Assessment Items	Comparing/Contrasting Describing Differentiating Measuring Observing Organizing	 Lesson Packet - Measuring Properties of Matter - 4	

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		<p>with balances and their weight with spring scales. Students use a variety of containers to compare volumes of liquids and the capacities of containers. They refine their skills by making accurate measurements with the appropriate units of grams, kilograms, milliliters, and liters. Students reinforce measurement</p>	<p>ding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems. S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observatio</p>	<p>ted to an object's weight?</p> <p>3. How does matter change states?</p> <p>4. How does energy affect the states of matter?</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		<p>skills by estimating capacity by pouring centimeter cubes into containers. They further examine properties by comparing and contrasting states of matter (solid, liquid, gas). Students plan and conduct simple investigations to explain changing the states of matter through heating and cooling.</p> <p> Unit 2:</p>	<p>n.</p> <p>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).</p> <p>S.IP.04.15 Make accurate measurements with appropriate units (millimeters, centimeters, meters, milliliters, liters, Celsius, grams, seconds, minutes) for the</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		Measuring Properties of Matter - Unit Word Document with Contextualized GLCEs	<p>measurement tool.</p> <p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology</p> <p>S.IA.E.1 Inquiry includes</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.04.11 Summarize information from charts and graphs to answer scientific questions.</p> <p>S.IA.04.15 Compare and contrast sets of data from multiple trials of a science investigation to explain reasons for differences.</p> <p>Reflection and Social Implication</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			s K-7 Standard S.RS: Develop an understan ding that claims and evidence for their scientific merit should be analyzed. Understan d how scientists decide what constitutes scientific knowledge . Develop an understan ding of the importanc e of reflection on scientific knowledge					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			and its application to new situations to better understand the role of science in society and technology					
			. S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>guides decision-making and the application of science throughout history and within society.</p> <p>S.RS.04.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>Discipline 2: Physical Science</p> <p>Properties of Matter K-7</p> <p>Standard P.PM: Develop an understanding that all matter</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			has observable attributes with physical and chemical properties that are described, measured, and compared. Understand that states of matter exist as solid, liquid, or gas; and have physical and chemical properties. Understand all matter is composed of combinations					







Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			ns of elements, which are organized by common attributes and characteristics on the Periodic Table. Understand that substances can be classified as mixtures or compounds and according to their physical and chemical properties. P.P.M.E.1 Physical Properties - All					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>objects and substances have physical properties that can be measured.</p> <p>P.PM.04.16 Measure the weight (spring scale) and mass (balances in grams or kilograms) of objects.</p> <p>P.PM.04.17 Measure volumes of liquids in milliliters and liters.</p> <p>P.PM.E.2 States of Matter- Matter exists in several different states: solids, liquids,</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>and gases. Each state of matter has unique physical properties. Gases are easily compressed, but liquids and solids do not compress easily. Solids have their own particular shapes, but liquids and gases take the shape of the container.</p> <p>P.PM.04.23 Compare and contrast the states (solids, liquids,</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			gases) of matter. Changes in Matter K-7 Standard P.CM: Develop an understanding of changes in the state of matter in terms of heating and cooling, and in terms of arrangement and relative motion of atoms and molecules. Understand the differences between physical and chemical					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>changes. Develop an understanding of the conservation of mass. Develop an understanding of products and reactants in a chemical change. P.C.M.E.1 Changes in State-Matter can be changed from one state (liquid, solid, gas) to another and then back again. This may</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>be caused by heating and cooling.</p> <p>P.CM.04.11 Explain how matter can change from one state (liquid, solid, gas) to another by heating and cooling.</p> <p>Copyright © 2001-2015 State of Michigan</p>					
Unit 3: Rel. & Requirements of Living Things <i>(Week 20, 7 Weeks)</i>	How do organisms survive and interact within the environment?	In this life science unit students extend their study of plants and animals by examining their needs, their adaptations for survival,	MI: GLCE: Science 4th Grade Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP: Develop an understand	1. How are the needs of plants and animals similar and different	 Sample Assessment Items	Comparing/Contrasting Describing Drawing Conclusions Evaluating Interpreting	 Lesson Packet - Relationships and Requirements of Living Things - 4	 Meeting Needs of Living things Record Sheet .docx  Meeting Needs of Living things Record Sheet Teacher model.docx  Mt St Helens Powerpoint.pptx  MT St Helens should I stay or should I go video removed..mp4  Position-Driven Discussions Information.pdf  Scenario Based Assessment Whitetail Deer 2-8-16.docx  Scenario Based Assessment Whitetail Deer Scoring Guide.doc  Sea Anemone.pptx  Testing and Revising a Model

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		<p>their relationships, and their connections to the organisms that lived in Earth's past. They compare and contrast plant and animal requirements for energy, growth and repair. As students assess individual differences within organisms of the same kind, they learn how variations give organisms an advantage for</p>	<p>ding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems. S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observatio</p>	<p>2. How do individual organisms differ from others? 3. How do plants and animals interact within</p>				<p>Powerpoint.pptx Testing and Revising a Model Record Sheet.docx Weaving The Web activity sheet.docx Weaving the Web Template.docx Asian Carp web sites.docx Characteristics of a clownfish key.docx Clownfish photos.doc Environmental Change Presentation.pptx Environmental Engineering Report Planning Template.docx Food Chain Data Chart.docx Food Chain Data Recording Sheet.docx Living together living alone data chart.docx Living Together living alone Resource Placement maps.docx Making a model changing habitats data chart.docx Meeting Needs of Living Things powerpoint.pptx</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		<p>survival and reproduction. They explore the plants and animals within a food chain or food webs and their relationships. Students investigate how environmental changes can affect the relationships among organisms within a community, reflected in the food web. They study fossils and</p>	<p>n. 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.04.16 Construct simple charts and graphs from data and observations. Inquiry Analysis and Communication K-7</p>	<p>4. 5.</p>	<p>a food chain or food web? How do environmental changes affect plant and animal relationships? How can humans positively</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		discover that they are evidence of the history of the Earth and provide a record of plants and animals that lived in the past. Students compare and contrast plant and animal forms found in fossils and organisms that exist today. Through research they apply their knowledge of the intricate relationships of	Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future	6. How is evidence of earth's history and past life forms observed and studied?				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		plants, animals, and the environment by designing models, illustrations, or exhibits.	<p>questions, research, and investigations.</p> <p>S.IA.04.11 Summarize information from charts and graphs to answer scientific questions.</p> <p>S.IA.04.12 Share ideas about science through purposeful conversation in collaborative groups.</p> <p>S.IA.04.14 Develop research strategies and skills for information gathering and problem solving.</p> <p>Reflection and Social Implications</p> <p>K-7</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge . Develop an understanding of the importance of reflection on scientific knowledge and its application					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			to new situations to better understand the role of science in society and technology					
			S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>making and the application of science throughout history and within society.</p> <p>S.RS.04.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>S.RS.04.15 Use evidence when communicating scientific ideas.</p> <p>S.RS.04.17 Identify current problems that may be solved through the use of technology.</p> <p>S.RS.04.18 Describe the</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			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. Discipline 3: Life Science Organization of Living Things K-7 Standard L.OL: Develop an understanding that plants and animals (including					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			which need light to produce food/energy. Develop an understanding that plants and animal can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			plants and animals have a definite life cycle, body parts, and systems to perform specific life functions. L.OLE.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>energy and as a source of building material for growth and repair.</p> <p>L.OL.04.15 Determine that plants require air, water, light, and a source of energy and building material for growth and repair.</p> <p>L.OL.04.16 Determine that animals require air, water, and a source of energy and building material for growth and repair.</p> <p>Evolution K-7 Standard L.EV: Develop an understand</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			ding that plants and animals have observable parts and characteristics that help them survive and flourish in their environments. Understand that fossils provide evidence that life forms have changed over time and were influenced by changes in environmental conditions.					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			Understand that life forms either change (evolve) over time or risk extinction due to environmental changes and describe how scientists identify the relatedness of various organisms based on similarities in anatomical features. L.EV.E.2 Survival-Individuals of the same kind differ in					



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			their characteristics, and sometimes the differences give individuals an advantage in surviving and reproducing. L.EV.04.21 Identify individual differences (color, leg length, size, wing size, leaf shape) in organisms of the same kind. L.EV.04.22 Identify how variations in physical characteristics of individual organisms give them an					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			advantage for survival and reproduction. Ecosystems K-7 Standard L.EC: Develop an understanding of the interdependence of the variety of populations, communities and ecosystems, including those in the Great Lakes region. Develop an understanding of different					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			types of interdependence and that biotic (living) and abiotic (non-living) factors affect the balance of an ecosystem Understand that all organisms cause changes, some detrimental and others beneficial, in the environment where they live. L.E.C.E.1 Interactions- Organisms interact in					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			various ways including providing food and shelter to one another. Some interactions are helpful: others are harmful to the organism and other organisms .					
			L.EC.04.11 Identify organisms as part of a food chain or food web.					
			L.EC.E.2 Changed Environment Effects- When the environment changes, some					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			plants and animals survive to reproduce; others die or move to new locations. L.EC.04.21 Explain how environmental changes can produce a change in the food web. Discipline 4: Earth Science E.ST.E.3 Fossils- Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>time.</p> <p>E.ST.04.31 Explain how fossils provide evidence of the history of the Earth.</p> <p>E.ST.04.32 Compare and contrast life forms found in fossils and organisms that exist today.</p> <p>Copyright © 2001-2015 State of Michigan</p>					
Unit 4: Sun, Moon, Earth (Week 27, 11 Weeks)	How do forces at a distance affect energy and motion?	In this Earth science unit students are introduced to the characteristics and motion of common objects in the sky, the sun,	MI: GLCE: Science 4th Grade Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP: Develop	1. What are the characteristics of the sun, earth, and	 Sample Assessment Items	Cause and Effect Comparing/Contrasting Describing Interpreting Measuring Organizing	 Lesson Packet - Sun, Moon and Earth-4	

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		Earth and Earth's moon. They contrast the sun and Earth's moon and compare their characteristics to those of the Earth. Students explore similarities and differences in orbits, relative distances and their ability to support life. As they learn and model the rotation and revolution of the Earth,	an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems. S.I.P.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning	2. How are the apparent movements of the sun, earth, and earth's moon observed on this planet?				
				3. How are the apparent				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		they define a year, and day and night by relating the apparent motion of sun and Earth's moon to calendar events. Students continue to examine the motion of objects in the sky as they study the phases of the moon and its monthly orbit around the Earth. They differentiate the apparent motion of the sun and	and observation. S.IP.04.11 Make purposeful observation of the natural world using the appropriate senses. S.IP.04.13 Plan and conduct simple and fair investigations. S.IP.04.16 Construct simple charts and graphs from data and observations. Inquiry Analysis and Communication K-7 Standard S.IA: Develop	4.	nt movements of the sun, earth, and earth's moon related to our calendar? How can we model the actual movements of the sun,			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		<p>Earth's moon across the sky through day and night and the seasons. Students conclude the unit by demonstrating their understanding of the sun, Earth and Earth's moon through various activities, illustrations, and models.</p> <p> Unit 4: Motion in the Solar System - Unit Word Document with Contextualized</p>	<p>an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.</p> <p>. S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and</p>	<p>earth, and earth's moon?</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		GLCEs	<p>investigations.</p> <p>S.IA.04.13 Communicate and present findings of observations and investigations.</p> <p>S.IA.04.14 Develop research strategies and skills for information gathering and problem solving.</p> <p>Reflection and Social Implications</p> <p>K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge . Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology .					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</p> <p>S.RS.04.11 Demonstrate</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>S.RS.04.14 Use data/samples as evidence to separate fact from opinion.</p> <p>Discipline 4: Earth Science</p> <p>Earth in Space and Time</p> <p>K-7 Standard E.ST: Develop an understanding that the sun is the central and largest body in the solar</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			system and that Earth and other objects in the sky move in a regular and predictable motion around the sun. Understand that those motions explain the day, year, moon phases, eclipses and the appearance of motion of objects across the sky. Understand that gravity is the force					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			that keeps the planets in orbit around the sun and governs motion in the solar system. Develop an understanding that fossils and layers of Earth provide evidence of the history of Earth's life forms, changes over long periods of time, and theories regarding Earth's history and continental					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			drift. E.ST.E.1 Characteristics of Objects in the Sky-Common objects in the sky have observable characteristics.					
			E.ST.04.11 Identify the sun and moon as common objects in the sky.					
			E.ST.04.12 Compare and contrast the characteristics of the sun, moon and Earth, including relative distances and abilities to support life.					
			E.ST.E.2					





















Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>Patterns of Objects in the Sky- Common objects in the sky have predictable patterns of movement</p> <p>.</p> <p>E.ST.04.21 Describe the orbit of the Earth around the sun as it defines a year.</p> <p>E.ST.04.22 Explain that the spin of the Earth creates day and night.</p> <p>E.ST.04.23 Describe the motion of the moon around the Earth.</p> <p>E.ST.04.24 Explain how the visible shape of the moon follows</p>					















Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>a predictable cycle which takes approximately one month.</p> <p>E.ST.04.25 Describe the apparent movement of the sun and moon across the sky through day/night and the seasons.</p> <p>Copyright © 2001-2015 State of Michigan</p>					
<p>NEW Michigan Science Standards <i>(Week 1, 37 Weeks)</i></p>								




Science 5 (M)



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
Unit 1: Forces and Motion (Week 1, 10 Weeks)	How can we observe and measure the effects of forces on the motion of objects?	In this physical science unit, students examine how forces affect the motion of objects. They discover contact forces and non-contact forces that can cause a change in motion. Students explore and describe what happens when two forces act on an object in the same or different directions, recognizing whether they are balanced or unbalanced	MI: GLCE: Science 5th Grade Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems. S.IP.M.1 Inquiry involves	1. How is the motion of an object described relative to its point of reference? 2. How can the motion of an object be described in terms of distance, time, and direction? 3. How is the motion of objects	 Sample Assessment Items  Assessment Packet - Force and Motion	Comparing Concluding Describing Designing Measuring Observing	 Lesson Packet - Forces and Motion	Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/  A Running Start and Frames of Reference - Student Directions  A Running Start and Frames of Reference - Video Sites  Acceleration and Newton's Second Law - Reading and Practice  Brick Lab - Student Sheet  Carnival of Forces  Carnival of Forces - Answer Key  Eggcellent Egg Drop Elaboration  Energetic Cooking  Energetic Cooking - Answer Key  Energy of a Pendulum  Energy of a Pendulum - Answer Key  Energy Project (2)  Forces that Affect Motion  Friction: Friend or Foe Activity  Illustrating Newton's First Law  Measuring Motion Lab

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		<p>. Students analyze information from data tables to justify how the strength of unbalanced forces and the mass of objects are related to the size of the change in motion. They explain that motion is observed and measured relative to a point of reference. Students compare the motion of objects by measuring their distance, time, and direction relative to other objects or a point of reference. They</p>	<p>generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.05.11 Generate scientific questions based on observations, investigations, and research.</p> <p>S.IP.05.12 Design and conduct scientific investigations.</p> <p>S.IP.05.13 Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens) appropriate to scientific investigations.</p>	<p>4. How do forces affect the motion of objects?</p> <p>5. How is change in motion related to the strength of the force and the mass of the object?</p>				<p> Mu of Shoe Friction Lab</p> <p> Newton's Laws Review</p> <p> Newton's Third Law of Motion</p> <p> Other Types of Motion</p> <p> Other Ways to Move Worksheet</p> <p> Physics Internet Scavenger Hunt</p> <p> Rolling Along</p> <p> Running Starts Inertia</p> <p>Newton's 1st Law (Text in the Middle)</p> <p> Sportscaster Physics Draft</p> <p> The Penny Game Inertia</p> <p> Understanding Speed Graphs</p> <p> Understanding Speed Graphs - Answer Key</p> <p> WWI Bombing Aces</p> <p> Unit 1: Forces and Motion - Knowledge and Skills Document</p>

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		<p>measure distance and change in position using meter sticks or tapes, and measure time using a stopwatch or timer to determine the speed of an object. Students design and conduct simple investigations about motion, collecting data and constructing distance vs. time graphs from their data. They make observations and compare and contrast the speed of objects.</p> <p> Unit 1: Forces and Motion Unit</p>	<p>S.IP.05.14 Use metric measurement devices in an investigation.</p> <p>S.IP.05.15 Construct charts and graphs from data and observations.</p> <p>S.IP.05.16 Identify patterns in data.</p> <p>Inquiry Analysis and Communication</p> <p>K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate</p>					

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		Word Document with Contextualized GLCEs	<p>technology. S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigation S.</p> <p>S.IA.05.11 Analyze information from data tables and graphs to answer scientific questions.</p> <p>S.IA.05.13 Communicate and defend findings of observations and investigations using evidence.</p> <p>S.IA.05.14 Draw conclusions from sets of data from</p>					

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			multiple trials of a scientific investigation. Reflection and Social Implications K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its					

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			application to new situations to better understand the role of science in society and technology. S.RS.M.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout					

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			<p>history and within society.</p> <p>S.RS.05.13 Identify the need for evidence in making scientific decisions.</p> <p>S.RS.05.16 Design solutions to problems using technology.</p> <p>Discipline 2: Physical Science</p> <p>Forces and Motion K-7 Standard P.FM: Develop an understanding that the position and/or motion of an object is relative to a point of reference. Understand forces affect</p>					






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			<p>the motion and speed of an object and that the net force on an object is the total of all of the forces acting on it. Understand the Earth pulls down on objects with a force called gravity. Develop an understanding that some forces are in direct contact with objects, while other forces are not in direct contact with objects.</p> <p>P.FM.M.2 Force Interactions- Some forces between</p>					

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			<p>objects act when the objects are in direct contact (touching), such as friction and air resistance, or when they are not in direct contact (not touching), such as magnetic force, electrical force, and gravitational force.</p> <p>P.FM.05.21 Distinguish between contact forces and non-contact forces.</p> <p>P.FM.05.22 Demonstrate contact and non-contact forces to change the motion of an object.</p>					


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			<p>P.FM.M.3</p> <p>Force- Forces have a magnitude and direction. Forces can be added. The net force on an object is the sum of all of the forces acting on the object. The speed and/or direction of motion of an object changes when a non-zero net force is applied to it. A balanced force on an object does not change the motion of the object (the object either remains at</p>					

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			<p>rest or continues to move at a constant speed in a straight line).</p> <p>P.FM.05.31 Describe what happens when two forces act on an object in the same or opposing directions.</p> <p>P.FM.05.32 Describe how constant motion is the result of balanced (zero net) forces.</p> <p>P.FM.05.33 Describe how changes in the motion of objects are caused by a non-zero net (unbalanced) force.</p> <p>P.FM.05.34 Relate the size of change in motion to the strength of unbalanced forces and the</p>					

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			<p>mass of the object.</p> <p>P.FM.M.4 Speed- Motion can be described by a change in position relative to a point of reference. The motion of an object can be described by its speed and the direction it is moving. The position and speed of an object can be measured and graphed as a function of time.</p> <p>P.FM.05.41 Explain the motion of an object relative to its point of reference.</p>					

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			<p>P.FM.05.42 Describe the motion of an object in terms of distance, time and direction, as the object moves, and in relationship to other objects.</p> <p>P.FM.05.43 Illustrate how motion can be measured and represented on a graph.</p> <p>Copyright © 2001-2015 State of Michigan</p>					
Unit 2: Dynamics of the Solar System (Week 11, 11 Weeks)	How do forces affect the position and motion of objects in the sky?	This earth science unit reinforces and extends the fourth grade unit of study of the sun, moon, and earth to objects within the solar system. Students explore the seasons	MI: GLCE: Science 5th Grade Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP: Develop an understanding	1. How does the position and motion of the Earth cause seasonal changes throughout the year?	 Solar System Assessment Packet  Sample Assessment Items	Cause and Effect Comparing Concluding Describing Designing Examining Identifying Observing	 Lesson Packet - The Dynamics of the Solar System	Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/  Unit 2: Dynamics of the Solar System - Knowledge and Skills Document

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		<p>and their relationship to the tilt of the earth on its axis and revolution around the sun. They define a year as one revolution around the sun. Students study the solar system and describe the position, motion, and relationship of the planets and other objects in the sky to the sun. They investigate the position of the moon in its orbit and it's phases. Students observe and explain the apparent motion of the sun,</p>	<p>ng that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems. S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation. S.IP.05.15 Construct charts and graphs from data and observations.</p>	<p>2. How does the position and motion of the moon cause moon phases, eclipses, and tides?</p> <p>3. What effect does the rotation and revolution of the Earth have on observation of objects in the sky?</p> <p>4. How are the predictable motion</p>				

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		<p>moon and constellations across the sky due to the earth's rotation and revolution. They study lunar and solar eclipses based on the relative positions of the sun, moon, and earth. Students relate ocean tides to the gravitational pull and orbit of the moon. They apply their knowledge of objects in the sky through various charts, illustrations, and models.</p> <p> Unit 2: Dynamics of the Solar System Unit</p>	<p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigation</p>	<p>s of objects in the solar system described?</p>				

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		Word Document with Contextualized GLCEs	<p>S.</p> <p>S.IA.05.12 Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p>S.IA.05.13 Communicate and defend findings of observations and investigations using evidence.</p> <p>S.IA.05.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.</p> <p>Reflection and Social Implications</p> <p>K-7 Standard</p> <p>S.RS: Develop an understanding that</p>					

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			claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. S.RS.M.1 Reflecting on					

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			<p>knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</p> <p>S.RS.05.12 Describe limitations in personal and scientific knowledge.</p> <p>S.RS.05.13 Identify the need for evidence in</p>					

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			<p>making scientific decisions.</p> <p>S.RS.05.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>Discipline 4: Earth Science</p> <p>Earth Systems K-7 Standard E.ES: Develop an understanding of the warming of the Earth by the sun as the major source of energy for phenomenon on Earth and how the sun's</p>					


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			<p>warming relates to weather, climate, seasons, and the water cycle. Understand how human interaction and use of natural resources affects the environment . E.ES.M.6 Seasons- Seasons result from annual variations in the intensity of sunlight and length of day due to the tilt of the axis of the Earth relative to the plane of its yearly orbit around the sun. E.ES.05.61</p>					

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			<p>Demonstrate and explain seasons using a model.</p> <p>E.ES.05.62</p> <p>Explain how the revolution of the Earth around the sun defines a year.</p> <p>Earth in Space and Time</p> <p>K-7</p> <p>Standard</p> <p>E.ST:</p> <p>Develop an understanding that the sun is the central and largest body in the solar system and that Earth and other objects in the sky move in a regular and predictable motion around the sun.</p> <p>Understand</p>					


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			that those motions explain the day, year, moon phases, eclipses and the appearance of motion of objects across the sky. Understand that gravity is the force that keeps the planets in orbit around the sun and governs motion in the solar system. Develop an understanding that fossils and layers of Earth provide evidence of the history					

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			<p>of Earth's life forms, changes over long periods of time, and theories regarding Earth's history and continental drift.</p> <p>E.ST.M.1</p> <p>Solar System- The sun is the central and largest body in our solar system.</p> <p>Earth is the third planet from the sun in a system that includes other planets and their moons, as well as smaller objects, such as asteroids</p>					

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			<p>and comets.</p> <p>E.ST.05.11 Design a model that describes the position and relationship of the planets and other objects (comets and asteroids) to the sun.</p> <p>E.ST.M.2 Solar System Motion- Gravity is the force that keeps most objects in the solar system in regular and predictable motion.</p> <p>E.ST.05.21 Describe the motion of planets and moons in terms of rotation on axis and orbits due to gravity.</p> <p>E.ST.05.22 Explain the</p>					

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			<p>phases of the moon.</p> <p>E.ST.05.23 Explain the apparent motion of the stars (constellations) and the sun across the sky.</p> <p>E.ST.05.24 Explain lunar and solar eclipses.</p> <p>E.ST.05.25 Explain the tides of the oceans as they relate to the gravitational pull and orbit of the moon.</p> <p>Copyright © 2001-2015 State of Michigan</p>					
Unit 3: Survival of Organisms (Week 22, 11 Weeks)	How do traits of organisms help them survive in their environment?	In this life science unit, students investigate the traits of organisms and their influence on survival in the	MI: GLCE: Science 5th Grade Discipline 1: Science Processes Inquiry Process	1. How are the traits of species influenced by genetics and	 Sample Assessment Items  Survival of Organisms Assessment	Analyzing Comparing Concluding Describing Evaluating Observing Researching	 Lesson Packet - Survival of Organisms	Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/  Unit 3: Survival of Organisms - Knowledge and Skills Document

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		environment. They examine how traits are determined by heredity and how they are used to classify living things. Students conduct research and activities to compare and contrast inherited and acquired traits. They explore how the behavioral characteristics of animals and the physical characteristics of all organisms help them survive in their environment. Students examine	K-7 Standard S.IP: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems. S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation. S.IP.05.11	2. How do the behavioral and physical characteristics of organisms help them survive in their environment? 3. How do we distinguish between inherited and acquired traits? 4. How do fossils provide evidence	Packet			

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		<p>fossils as evidence of change in living things and the environment. They analyze the relationship between environmental change and catastrophic events to species extinction. Through research, students examine the contribution s made by individuals to create a classification system based on the similar anatomical features of contemporary organisms.</p> <p> Unit 3: Survival of Organisms Unit Word Document</p>	<p>Generate scientific questions based on observations, investigations, and research.</p> <p>Inquiry Analysis and Communication</p> <p>K-7 Standard S.IA:</p> <p>Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.</p> <p>S.IA.M.1</p> <p>Inquiry includes an analysis and presentation of findings</p>	<p>5. How can species extinction be related to catastrophic events and environmental change?</p> <p>6. How do the similarities in traits help us classify organisms?</p>	<p>ce about how species and environmental conditions have changed?</p>			

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		<u>with Contextualized GLCEs</u>	<p>that lead to future questions, research, and investigations.</p> <p>S.IA.05.12 Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p>S.IA.05.13 Communicate and defend findings of observations and investigations using evidence.</p> <p>S.IA.05.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.</p> <p>Reflection and Social Implications</p>					

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			K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of					

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			science in society and technology. S.RS.M.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society. S.RS.05.11 Evaluate the strengths and					

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			<p>weaknesses of claims, arguments, and data.</p> <p>S.RS.05.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>S.RS.05.17 Describe the effect humans and other organisms have on the balance in the natural world.</p> <p>S.RS.05.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.</p> <p>Discipline 3: Life Science Heredity K-7</p>					

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			Standard L.HE: Develop an understanding that all life forms must reproduce to survive. Understand that characteristics of mature plants and animals may be inherited or acquired and that only inherited traits are passed on to their young. Understand that inherited traits can be influenced by changes in the environment and by genetics.					

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			<p>L.HE.M.1 Inherited and Acquired Traits - The characteristics of organisms are influenced by heredity and environment . For some characteristics, inheritance is more important; for other characteristics, interactions with the environment are more important.</p> <p>L.HE.05.11 Explain that the traits of an individual are influenced by both the environment and the</p>					






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			<p>genetics of the individual.</p> <p>L.HE.05.12 Distinguish between inherited and acquired traits.</p> <p>Evolution K-7 Standard L.EV: Develop an understanding that plants and animals have observable parts and characteristics that help them survive and flourish in their environments.</p> <p>Understand that fossils provide evidence that life forms have changed over time</p>					


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			<p>and were influenced by changes in environmental conditions. Understand that life forms either change (evolve) over time or risk extinction due to environmental changes and describe how scientists identify the relatedness of various organisms based on similarities in anatomical features.</p> <p>L.EV.M.1 Species Adaptation</p>					

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			and Survival-Species with certain traits are more likely than others to survive and have offspring in particular environments. When an environment changes, the advantage or disadvantage of the species' characteristics can change. Extinction of a species occurs when the environment changes and the characteristics of a species are					

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			<p>insufficient to allow survival.</p> <p>L.EV.05.11 Explain how behavioral characteristics (adaptation, instinct, learning, habit) of animals help them to survive in their environment.</p> <p>L.EV.05.12 Describe the physical characteristics (traits) of organisms that help them survive in their environment.</p> <p>L.EV.05.13 Describe how fossils provide evidence about how living things and environmental conditions have changed.</p> <p>L.EV.05.14 Analyze the relationship of environmental change and catastrophic events (for</p>					

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			<p>example: volcanic eruption, floods, asteroid impacts, tsunami) to species extinction.</p> <p>L.EV.M.2 Relationships Among Organisms- Similarities among organisms are found in anatomical features, which can be used to infer the degree of relatedness among organisms. In classifying organisms, biologists consider details of internal and external structures to be more</p>					

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			<p>important than behavior or general appearance.</p> <p>L.EV.05.21 Relate degree of similarity in anatomical features to the classification of contemporary organisms.</p> <p>Copyright © 2001-2015 State of Michigan</p>					
Unit 4: Animal Systems (Week 33, 5 Weeks)	How do animal systems function together?	<p>In this life science unit, students investigate the body systems of animals. They explore the purpose of each system. They describe how systems work together to help the</p>	<p>MI: GLCE: Science 5th Grade Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP: Develop an understanding that scientific</p>	<ol style="list-style-type: none"> 1. What is the purpose of the various body systems in animals? 2. How do animal systems work together to allow 	<p> Sample Assessment Items</p> <p> Animal Systems Assessment Packet</p>	<p>Analyzing Comparing Concluding Demonstrating Describing Evaluating Observing Researching</p>	<p> Lesson Packet - Animal Systems - 5</p>	<p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/</p> <p> Unit 4: Animal Systems - Knowledge and Skills Document</p>

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		<p>organism survive. Students design and conduct scientific investigations that demonstrate how selected systems work together in a variety of activities.</p> <p> Unit 4: Animal Systems Unit Word Document with Contextualized GLCEs</p>	<p>inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems. S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation. S.IP.05.11 Generate scientific questions based on observations, investigations, and research. S.IP.05.12</p>	<p>3. How do animal systems function together and contribute to the survival of the organism?</p>				

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			<p>Design and conduct scientific investigations.</p> <p>Inquiry Analysis and Communication</p> <p>K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.</p> <p>S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future</p>					

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			<p>questions, research, and investigation S.</p> <p>S.IA.05.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.</p> <p>Reflection and Social Implications K-7</p> <p>Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what</p>					

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			<p>constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.</p> <p>S.RS.M.1</p> <p>Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge</p>					

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			<p>requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</p> <p>S.RS.05.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>Discipline 3: Life Science Organization of Living Things K-7 Standard L.OL: Develop an understanding</p>					

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			<p>ng that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life					










Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>functions.</p> <p>L.OL.M.4</p> <p>Animal Systems-Multicellular organisms may have specialized systems that perform functions which serve the needs of the organism.</p> <p>L.OL.05.41</p> <p>Identify the general purpose of selected animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive).</p> <p>L.OL.05.42</p> <p>Explain how animal systems (digestive, circulatory, respiratory,</p>					



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
skeletal, muscular, nervous, excretory, and reproductive) work together to perform selected activities. Copyright © 2001-2015 State of Michigan								
NEW Michigan n Science Standards <i>(Week 1,</i> <i>37</i> <i>Weeks)</i>								




Science 6 (M)



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
1: Energy in Action <i>(Week 1, 9 Weeks)</i>	How does energy interact within systems?	<p>In this physical science unit, students conduct investigations demonstrating the transformation between potential and kinetic energy. They demonstrate that energy is not lost or gained in the process. They explore how heat energy might be transferred through convection, conduction, and radiation. Students explain the conservation of mass and the structure and relative motion of particles (atoms or molecules) in the various states of matter.</p> <p> grade_6_science_map.docx</p> <p> Unit 1: Energy in Action - Word Document with contextualized GLCEs</p>	<p>MI: Science (2015) <u>Grades 6-8</u> Energy</p> <p> MS-PS3-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.</p> <p> MS-PS3-2 Develop a model to describe that when the arrangement of objects interacting at a distance changes,</p>	<ol style="list-style-type: none"> How is energy transferred from potential to kinetic energy? How is energy transferred from one place to another? How does energy affect the 	<p> Sample Assessment Items</p> <p> Assessment Packet</p>	<p>classifying describing designing generalizing organizing recognizing</p>	<p> Lesson Packet - Energy in Action</p>	<p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons</p> <p> http://www.osteachingresearchwriting.org/</p> <p> Unit 1: Energy in Action - Knowledge & Skills Document</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>different amounts of potential energy are stored in the system.</p> <p> MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p> <p> MS-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of</p>	<p>stat es of matt er?</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>the particles as measured by the temperature of the sample.</p> <p> MS-PS3-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p> <p>MI: Science (2009) <u>6th Grade</u> Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP: Develop an</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.</p> <p>S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>.</p> <p>S.IP.06.11 Generate scientific questions based on observations, investigation</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>s, and research.</p> <p>S.IP.06.12 Design and conduct scientific investigation s.</p> <p>Inquiry Analysis and Communica tion K-7 Standard S.IA: Develop an understandi ng that scientific inquiry and investigatio ns require analysis and communica tion of findings, using appropriate technology. S.IA.M.1 Inquiry includes an analysis and presentatio n of findings</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>that lead to future questions, research, and investigations.</p> <p>S.IA.06.11 Analyze information from data tables and graphs to answer scientific questions.</p> <p>S.IA.06.13 Communicate and defend findings of observations and investigations using evidence.</p> <p>Discipline 2: Physical Science</p> <p>Energy K-7 Standard P.EN: Develop an understanding that there are</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>many forms of energy (such as heat, light, sound, and electrical) and that energy is transferable by convection, conduction, or radiation. Understand energy can be in motion, called kinetic; or it can be stored, called potential. Develop an understanding that as temperature increases, more energy is added to a system. Understand nuclear reactions in the sun produce light and heat for the Earth.</p>					







Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>P.EN.M.1 Kinetic and Potential Energy- Objects and substances in motion have kinetic energy. Objects and substances may have potential energy due to their relative positions in a system. Gravitational, elastic, and chemical energy are all forms of potential energy.</p> <p>P.EN.06.11 Identify kinetic or potential energy in everyday situations (for example: stretched rubber band, objects in motion, ball on a hill,</p>					





Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>food energy).</p> <p>P.EN.06.12 Demonstrate the transformation between potential and kinetic energy in simple mechanical systems (for example: roller coasters, pendulums).</p> <p>P.EN.M.4 Energy Transfer- Energy is transferred from a source to a receiver by radiation, conduction, and convection. When energy is transferred from one system to another, the quantity of energy before the transfer is</p>					



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>equal to the quantity of energy after the transfer.</p> <p>P.EN.06.41 Explain how different forms of energy can be transferred from one place to another by radiation, conduction, or convection.</p> <p>P.EN.06.42 Illustrate how energy can be transferred while no energy is lost or gained in the transfer.</p> <p>Changes in Matter K-7 Standard P.CM: Develop an understanding of changes in</p>					


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>the state of matter in terms of heating and cooling, and in terms of arrangement and relative motion of atoms and molecules. Understand the differences between physical and chemical changes. Develop an understanding of the conservation of mass. Develop an understanding of products and reactants in a chemical change.</p> <p>P.CM.M.1 Changes in State-Matter changing from state to state can</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>be explained by using models which show that matter is composed of tiny particles in motion. When changes of state occur, the atoms and/or molecules are not changed in structure. When the changes in state occur, mass is conserved because matter is not created or destroyed.</p> <p>P.CM.06.11 Describe and illustrate changes in state, in terms of the arrangement and relative motion of the atoms or</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>molecules.</p> <p>P.CM.06.12 Explain how mass is conserved as a substance changes from state to state in a closed system.</p> <p>Copyright © 2001-2015 State of Michigan</p>					
2: Ecosystems <i>(Week 10, 10 Weeks)</i>	What are the relationships between and among abiotic and biotic factors in an ecosystem?	<p>In this life science unit students describe the relationships and roles of biotic and abiotic factors within ecosystems, using those in the Great Lakes region as local and familiar examples. They recognize patterns in the flow of energy in ecosystems, and categorize organisms as producers, consumers, and decomposers</p>	<p>MI: Science (2015) Grades 6-8 Earth's Systems</p> <p> MS-ESS2-1 Develop a model to describe the cycling of Earth's materials and the flow of energy</p>	<ol style="list-style-type: none"> What is an ecosystem? What are the similarities and differences in the way organisms 	<p> Sample Assessment Items</p> <p> Ecosystems Assessment Packet</p>	<p>classifying comparing describing differentiating identifying recognizing</p>	<p> Lesson Packet - Ecosystems</p>	<p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons</p> <p> http://www.osteachingresearchwriting.org/</p> <p> Unit 2: Ecosystems - Knowledge and Skills Document</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		<p>based on the way in which they obtain this energy. Students explore relationships and interactions within populations and discover how interrelations impact population stability. They identify abiotic factors and examine their effect on ecosystems. Students analyze the impact and predict the outcome of human activity affecting the balance of an ecosystem.</p> <p> grade 6 science map.docx</p> <p> Unit 2: Ecosystems - Unit Word Document with contextualized GLCEs</p>	<p>that drives this process.</p> <p> MS-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p> <p> MS-ESS3-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience</p>	<p>3. What are the different kinds of relationships between and among populations in an ecosystem?</p> <p>4. What abiotic and biotic factors make up an ecos</p>	<p>s obtain energy?</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>processes.</p> <p>History of Earth</p> <p>History of Earth</p> <p> MS-ESS1-4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.</p> <p> MS-ESS2-2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at</p>	<p>system?</p> <p>5. What abiotic factors help organisms maintain balance in an ecosystem?</p> <p>6. How do organisms, including humans, impact the environment in which they</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>varying time and spatial scales.</p> <p> MS-ESS2-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p>MI: Science (2009) <u>6th Grade</u> Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP: Develop an understanding that scientific</p>	live?				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>inquiry and reasoning involves observing, questioning,</p> <p>, investigating, recording, and developing solutions to problems.</p> <p>S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>.</p> <p>S.IP.06.11 Generate scientific questions based on observations,</p> <p>, investigations, and research.</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>S.IP.06.12 Design and conduct scientific investigations.</p> <p>S.IP.06.13 Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer , models, sieves, microscopes) appropriate to scientific investigations.</p> <p>S.IP.06.15 Construct charts and graphs from data and observations .</p> <p>S.IP.06.16 Identify patterns in data.</p> <p>Inquiry</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.06.11 Analyze information</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>from data tables and graphs to answer scientific questions.</p> <p>S.IA.06.12 Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p>S.IA.06.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.</p> <p>Discipline 3: Life Science</p> <p>Organization of Living Things K-7</p> <p>Standard L.OL.M.5 Producers, Consumers</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			, and Decompose rs – Producers are mainly green plants that obtain energy from the sun by the process of photosynthesis. All animals, including humans, are consumers that meet their energy needs by eating other organisms or their products. Consumers break down the structures of the organisms they eat to make the materials they need to grow and function. Decompose rs, including					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>bacteria and fungi, use dead organisms or their products to meet their energy needs.</p> <p>L.OL.06.51 Classify producers, consumers, and decomposers based on their source of food (the source of energy and building materials).</p> <p>L.OL.06.52 Distinguish between the ways in which consumers and decomposers obtain energy.</p> <p>Ecosystems K-7 Standard L.EC:</p>					








Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>Develop an understanding of the interdependence of the variety of populations, communities and ecosystems, including those in the Great Lakes region.</p> <p>Develop an understanding of different types of interdependence and that biotic (living) and abiotic (non-living) factors affect the balance of an ecosystem.</p> <p>Understand that all organisms cause changes, some detrimental and others beneficial, in the</p>					





Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>environment where they live. L.EC.M.1 Interactions of Organisms-Organisms of one species form a population. Populations of different organisms interact and form communities. Living communities and nonliving factors that interact with them form ecosystems.</p> <p>.</p> <p>L.EC.06.11 Identify and describe examples of populations, communities, and ecosystems including the Great Lakes region.</p>					


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>L.EC.M.2 Relationships of Organisms- Two types of organisms may interact with one another in several ways: They may be in a producer/ consumer, predator/ prey, or parasite/ host relationship . Some organisms may scavenge or decompose another. Relationships may be competitive or mutually beneficial. Some species have become so adapted to each other that neither could</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>survive without the other.</p> <p>L.EC.06.21 Describe common patterns of relationships between and among populations (competition, parasitism, symbiosis, predator/prey).</p> <p>L.EC.06.22 Explain how two populations of organisms can be mutually beneficial and how that can lead to interdependency.</p> <p>L.EC.06.23 Predict how changes in one population might affect other populations based upon their</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>relationships in the food web.</p> <p>L.EC.M.3 Biotic and Abiotic Factors- The number of organisms and populations an ecosystem can support depends on the biotic (living) resources available and abiotic (nonliving) factors, such as quality of light and water, range of temperatures and soil composition.</p> <p>L.EC.06.31 Identify the living (biotic) and nonliving (abiotic) components</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>of an ecosystem.</p> <p>L.EC.06.32 Identify the factors in an ecosystem that influence changes in population size.</p> <p>Copyright © 2001-2015 State of Michigan</p>					
3: Earth Materials <i>(Week 20, 11 Weeks)</i>	How does an understanding of geology help humans?	<p>This unit attends to the Michigan Grade Level Content Expectations as they are gathered in Unit 3 of the Michigan Department of Education Science Companion Document. Typically, the unit addresses concepts related to earth materials (rocks, minerals, soil) and landforms which are produced from erosion and deposition of earth materials. To</p>	<p>MI: Science (2015) Grades 6-8 History of Earth History of Earth</p> <p> MS-ESS2-2 Construct an explanation based on evidence for how geoscience processes have changed</p>	<ol style="list-style-type: none"> How does the rock cycle reflect rock classification systems? Why are mineral 	<p> Sample Assessment Items</p> <p> Assessment Packet</p>	<p>diagnosing and identification classifying comparing describing differentiating</p>	<p> Lesson Packet - Earth Materials 6</p>	<p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons</p> <p> http://www.osteachingresearchwriting.org/</p> <p> Unit 3: Earth Materials - Knowledge and Skills Document</p> <p> Stream Table Modeling Guide</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		<p>organize the content of this unit the Oakland Schools Science Scope has established two learning cycles:</p> <p>Cycle 1: Rocks and Minerals</p> <p>Cycle 2: Changing Landscapes</p> <p>The Earth Materials unit is followed by another geology unit that focuses on plate tectonic theory and earth history which is where SCoPE addresses earth's magnetic field. Together they provide a strong overview of the science of geology.</p> <p> grade 6 science map.docx</p> <p> Unit 3: Earth Materials - Unit Word Document with contextualized GLCEs</p>	<p>Earth's surface at varying time and spatial scales.</p> <p>Human Impacts</p> <p>Human Impacts</p> <p> MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p> <p> MS-ESS3-3 Apply scientific principles to design a method for monitoring and</p>	<p>and rock resources essential for human needs?</p> <p>3. How do earth materials relate to land forms?</p> <p>4. How do physical and chemical weathering affect the Earth's mat</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>minimizing a human impact on the environment</p> <p> MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p>MI: Science (2009) 6th Grade Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP:</p>	<p>erial s and land forms?</p> <p>5. How can our understanding of soil help us protect it so that it is sustainable for food production and other needs?</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.</p> <p>S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>.</p> <p>S.IP.06.12 Design and conduct scientific investigations.</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>S.IP.06.13 Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer , models, sieves, microscopes) appropriate to scientific investigation s.</p> <p>S.IP.06.15 Construct charts and graphs from data and observations .</p> <p>Inquiry Analysis and Communica tion K-7 Standard S.IA: Develop an understandi ng that scientific inquiry and</p>					






Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>investigations require analysis and communication of findings, using appropriate technology.</p> <p>S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.06.13 Communicate and defend findings of observations and investigations using evidence.</p> <p>Reflection and Social Implications</p>					




Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.</p> <p>S.RS.M.1 Reflecting on</p>					





Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</p> <p>S.RS.06.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>Discipline 4: Earth Science</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>Solid Earth K-7 Standard E.SE: Develop an understanding of the properties of earth materials and how those properties make materials useful. Understand gradual and rapid changes in earth materials and features of the surface of Earth. Understand magnetic properties of Earth. E.SE.M.1 Soil- Soils consist of weathered rocks and decomposed organic materials from dead plants, animals,</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>and bacteria. Soils are often found in layers with each having a different chemical composition and texture.</p> <p>E.SE.06.11 Explain how physical and chemical weathering lead to erosion and the formation of soils and sediments.</p> <p>E.SE.06.12 Explain how waves, wind, water, and glacier movement, shape and reshape the land surface of the Earth by eroding rock in some areas and depositing sediments in</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>other areas.</p> <p>E.SE.06.13 Describe how soil is a mixture, made up of weather eroded rock and decomposed organic material.</p> <p>E.SE.06.14 Compare different soil samples based on particle size and texture.</p> <p>Copyright © 2001-2015 State of Michigan</p>					
4: Plate Tectonics and Earth History (Week 31, 7 Weeks)	What are the processes affecting systems of the solid earth?	In this Earth science unit students explore the processes and structure of the solid earth. The unit addresses concepts related to evidence for plate tectonics, the nature of plate	MI: Science (2015) Grades 6-8 Interdependent Relationships in Ecosystems Interdependent	<ol style="list-style-type: none"> What is the evidence for plate tectonics? How 	 Sample Assessment Items  Assessment Packet	analyzing comparing describing differentiating identifying recognizing	 Lesson Packet - Plate Tectonics and Earth History	<p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons</p>  http://www.osteachingresearchwriting.org/  Unit 4: Plate Tectonics and Earth History - Knowledge and Skills Document

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		<p>boundaries, natural hazards, deep time and the geologic time scale, relative age dating techniques including the use of index fossils and on ancient environments reconstructed from evidence in the rock record. To organize the content of this unit two learning cycles are established in the Lesson Packet: Cycle 1 is titled "Evidence for the Plate Tectonic Theory" and Cycle 2 is titled "Exploring Earth History." In both cycles student investigations center on the evidence for the key conclusions of these topics through the use of models and data analysis drawn from real world geologic settings.</p> 	<p>Relationships in Ecosystems</p> <p> MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p> MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p>Matter and Energy in Organisms and Ecosystems</p> <p>Matter and</p>	<p>do fossils, rocks, and Earth processes help us understand Earth history?</p> <p>3. How does the study of the Earth's geological history provide evidence of how life</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
		grade 6 science map.docx  Unit 4: Plate Tectonics and Earth History - Unit Word Document with contextualized GLCEs	Energy in Organisms and Ecosystems  MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.  MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.  MS-LS2-	and environmental conditions have changed on Earth?				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p>MI: Science (2009)</p> <p><u>6th Grade</u></p> <p>Discipline 1:</p> <p>Science Processes</p> <p>Inquiry Process K-7 Standard S.IP:</p> <p>Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording,</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>and developing solutions to problems.</p> <p>S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation</p> <p>.</p> <p>S.IP.06.11 Generate scientific questions based on observations, investigations, and research.</p> <p>S.IP.06.13 Use tools and equipment (spring scales, stop watches, meter sticks and tapes,</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>models, hand lens, thermometer, models, sieves, microscopes) appropriate to scientific investigations.</p> <p>S.IP.06.14 Use metric measurement devices in an investigation.</p> <p>S.IP.06.16 Identify patterns in data.</p> <p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>communication of findings, using appropriate technology.</p> <p>S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.06.11 Analyze information from data tables and graphs to answer scientific questions.</p> <p>S.IA.06.13 Communicate and defend findings of observations and investigations using</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>evidence.</p> <p>S.IA.06.14 Draw conclusions from sets of data from multiple trials of a scientific investigation</p> <p>.</p> <p>Reflection and Social Implications</p> <p>K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.</p> <p>S.RS.M.1</p> <p>Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>society.</p> <p>S.RS.06.11 Evaluate the strengths and weaknesses of claims, arguments, and data.</p> <p>S.RS.06.12 Describe limitations in personal and scientific knowledge.</p> <p>S.RS.06.13 Identify the need for evidence in making scientific decisions.</p> <p>S.RS.06.14 Evaluate scientific explanations based on current evidence and scientific principles.</p> <p>S.RS.06.15 Demonstrate scientific</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>S.RS.06.16 Design solutions to problems using technology.</p> <p>S.RS.06.18 Describe what science and technology can and cannot reasonably contribute to society.</p> <p>Discipline 4: Earth Science</p> <p>E.SE.M.5 Plate Tectonics- The lithospheric plates of the Earth constantly move, resulting in major</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>geological events, such as earthquakes, volcanic eruptions, and mountain building.</p> <p>E.SE.06.51 Explain plate tectonic movement and how the lithospheric plates move centimeters each year.</p> <p>E.SE.06.52 Demonstrate how major geological events (earthquakes, volcanic eruptions, mountain building) result from these plate motions.</p> <p>E.SE.06.53 Describe layers of the Earth as a lithosphere (crust and upper</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>mantle), convecting mantle, and dense metallic core.</p> <p>E.SE.M.6 Magnetic Field of Earth- Earth as a whole has a magnetic field that is detectable at the surface with a compass.</p> <p>E.SE.06.61 Describe the Earth as a magnet and compare the magnetic properties of the Earth to that of a natural or manufactured magnet.</p> <p>E.SE.06.62 Explain how a compass works using the magnetic field of the Earth, and</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>how a compass is used for navigation on land and sea.</p> <p>Earth in Space and Time K-7 Standard E.ST: Develop an understanding that the sun is the central and largest body in the solar system and that Earth and other objects in the sky move in a regular and predictable motion around the sun. Understand that those motions explain the day, year, moon phases, eclipses and the</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			appearance of motion of objects across the sky. Understand that gravity is the force that keeps the planets in orbit around the sun and governs motion in the solar system. Develop an understanding that fossils and layers of Earth provide evidence of the history of Earth's life forms, changes over long periods of time, and theories regarding Earth's history and continental drift. E.ST.M.3 Fossils- Fossils					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>provide important evidence of how life and environmental conditions have changed in a given location.</p> <p>E.ST.06.31 Explain how rocks and fossils are used to understand the age and geological history of the earth (timelines and relative dating, rock layers).</p> <p>E.ST.M.4 Geologic Time- Earth processes seen today (erosion, mountain building, and glacier movement) make possible the</p>					







Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>measurement of geologic time through methods such as observing rock sequences and using fossils to correlate the sequences at various locations.</p> <p>E.ST.06.41 Explain how Earth processes (erosion, mountain building, and glacier movement) are used for the measurement of geologic time through observing rock layers.</p> <p>E.ST.06.42 Describe how fossils provide important</p>					


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			evidence of how life and environmental conditions have changed.					
			Copyright © 2001-2015 State of Michigan					
NEW Michigan Science Standards <i>(Week 1, 37 Weeks)</i>								



Science 7 (M)



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
1: Waves and Energy <i>(Week 1, 9 Weeks)</i>	How does energy interact with matter?	In this physical science unit, students conduct investigations to trace the transfer of energy through matter. They begin by exploring mechanical waves such as sound waves, seismic waves and waves in water through a variety of activities. They measure speed, wavelength, frequency and magnitude. Students investigate light as a form of electromagnetic energy, examining the	MI: GLCE: Science 7th Grade Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.	1. How does solar energy produce heat and light on Earth? 2. How are waves produced when energy interacts with various forms of matter?	 Sample Assessment Items  Assessment Packet	categorizing classifying comparing/contrasting describing evaluating recognizing	 Lesson Packet - Waves and Energy	Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/  Reading Strategies for Science  Unit 1: Waves and Energy - Knowledge and Skills Document

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
		<p>waves taking place on the sun which produce light and heat for the earth. Through the use of models, students discover that only a fraction of light produced by the sun is transformed to heat energy on Earth.</p> <p> Unit 1: Waves and Energy - Unit Word Document with contextualized GLCEs</p>	<p>S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.07.11 Generate scientific questions based on observations, investigations, and research.</p> <p>S.IP.07.12 Design and conduct scientific investigations.</p> <p>S.IP.07.14 Use metric measurement devices in an investigation.</p>	<p>3. What type of waves are associated with various forms of matter?</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>S.IP.07.16 Identify patterns in data.</p> <p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.M.1 Inquiry includes an analysis and presentation of</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>findings that lead to future questions, research, and investigations.</p> <p>S.IA.07.12 Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p>Reflection and Social Implications</p> <p>K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed.</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. S.RS.M.1 Reflecting on knowledge is the application				






Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</p> <p>S.RS.07.11 Evaluate the strengths and weaknesses of claims, arguments, and data.</p> <p>S.RS.07.12 Describe limitations in personal and scientific knowledge.</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			<p>Discipline 2: Physical Science</p> <p>Energy K-7 Standard P.EN: Develop an understanding that there are many forms of energy (such as heat, light, sound, and electrical) and that energy is transferable by convection, conduction, or radiation. Understand energy can be in motion, called kinetic; or it can be</p>					


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			stored, called potential. Develop an understanding that as temperature increases, more energy is added to a system. Understand nuclear reactions in the sun produce light and heat for the Earth. P.EN.M.3 Waves and Energy- Waves have energy and transfer energy when they interact with matter.					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>Examples of waves include sound waves, seismic waves, waves on water, and light waves.</p> <p>P.EN.07.31 Identify examples of waves, including sound waves, seismic waves, and waves on water.</p> <p>P.EN.07.32 Describe how waves are produced by vibrations in matter.</p> <p>P.EN.07.33 Demonstrate how waves transfer energy when they interact with matter (for example: tuning fork in water, waves</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			hitting a beach, earthquake knocking over buildings). P.EN.M.6 Solar Energy Effects- Nuclear reactions take place in the sun producing heat and light. Only a tiny fraction of the light energy from the sun reaches Earth, providing energy to heat the Earth. P.EN.07.61 Identify that nuclear reactions take place in the sun, producing				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Strategies	Lesson Sequence	Resources
			heat and light. P.EN.07.62 Explain how only a tiny fraction of light energy from the sun is transformed to heat energy on Earth. Copyright © 2001-2015 State of Michigan				
2:Physical & Chemical Properties/Changes of Matter (Week 10, 10 Weeks)	How do properties describe matter and its changes?	In this physical science unit, students conduct investigations exploring the physical and chemical properties of matter, including elements (atoms) and compounds (molecules). They use tools such as pH meters, balances,	MI: GLCE: Science 7th Grade Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP: Develop an understanding that scientific inquiry and	1. What are physical and chemical properties of matter? 2. How are the properties of elements	 Sample Assessment Items  Assessment Packet categorizing classifying comparing/contrasting describing evaluating recognizing	 Lesson Packet - Physical and Chemical Changes in Matter	Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/  Unit 2: Physical & Chemical Properties/Changes of Matter - Knowledge and Skills Document

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
		<p>thermometers and probes to measure properties and changes in matter. Students observe physical changes and chemical changes in substances. They identify reactant and products of chemical changes. They are introduced to the organizational structure of the Periodic Table of Elements, which provides insight into patterns among elements, including their reactivity. Finally, students explore the work of chemists as they develop</p>	<p>reasoning involves observing, questioning, investigating, recording, and developing solutions to problems. S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation. S.IP.07.12 Design and conduct scientific investigations.</p>	<p>ments used to organize them on the Periodic Table?</p> <p>3. What properties are used to confirm chemical changes?</p> <p>4. What are the reactants and products of a</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
		<p>new products and develop methods to reuse, recycle, or reduce the toxicity of chemical that we use.</p> <p> Unit 2: Physical & Chemical Properties/Changes of Matter Unit with Contextualized GLCEs</p>	<p>S.IP.07.13 Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes, hot plates, pH meters) appropriate to scientific investigations .</p> <p>S.IP.07.15 Construct charts and graphs from data and observations.</p> <p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that</p>	<p>chemical change?</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations. S.IA.07.11 Analyze information from data tables and graphs to answer				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>scientific questions.</p> <p>S.IA.07.14</p> <p>Draw conclusions from sets of data from multiple trials of a scientific investigation to draw conclusions.</p> <p>Reflection and Social Implications</p> <p>K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. S.RS.M.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</p> <p>S.RS.07.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>Discipline 2: Physical Science</p> <p>Properties of Matter</p> <p>K-7 Standard</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			P.PM: Develop an understanding that all matter has observable attributes with physical and chemical properties that are described, measured, and compared. Understand that states of matter exist as solid, liquid, or gas; and have physical and chemical properties. Understand all matter is				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Strategies	Lesson Sequence	Resources
			<p>composed of combinations of elements, which are organized by common attributes and characteristics on the Periodic Table. Understand that substances can be classified as mixtures or compounds and according to their physical and chemical properties.</p> <p>P.PM.M.1 Chemical Properties-</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>Matter has chemical properties. The understanding of chemical properties helps to explain how new substances are formed.</p> <p>P.PM.07.11 Classify substances by their chemical properties (flammability, pH, and reactivity).</p> <p>P.PM.M.2 Elements and Compounds- Elements are composed of a single kind of atom that are</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			grouped into families with similar properties on the periodic table. Compounds are composed of two or more different elements. Each element and compound has a unique set of physical and chemical properties such as boiling point, density, color, conductivity, and reactivity.				





Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>P.PM.07.21 Identify the smallest component that makes up an element.</p> <p>P.PM.07.22 Describe how the elements within the Periodic Table are organized by similar properties into families (highly reactive metals, less reactive metals, highly reactive nonmetals, and some almost completely non-reactive gases).</p> <p>P.PM.07.23 Illustrate the structure of molecules using models or drawings (water, carbon dioxide, table salt).</p>				





Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>P.PM.07.24 Describe examples of physical and chemical properties of elements and compounds (boiling point, density, color, conductivity, reactivity).</p> <p>Changes in Matter K-7 Standard P.CM: Develop an understanding of changes in the state of matter in terms of heating and cooling, and in terms of arrangement and relative motion of atoms and</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Strategies	Lesson Sequence	Resources
			<p>molecules. Understand the differences between physical and chemical changes. Develop an understanding of the conservation of mass. Develop an understanding of products and reactants in a chemical change.</p> <p>P.CM.M.2 Chemical Changes- Chemical changes occur when two elements and/or compound</p>				


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			s react (including decomposing) to produce new substances . These new substances have different physical and chemical properties than the original elements and/or compounds. During the chemical change, the number and kind of atoms in the reactants are the same as the number				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>and kind of atoms in the products. Mass is conserved during chemical changes. The mass of the reactants is the same as the mass of the products.</p> <p>P.CM.07.21 Identify evidence of chemical change through color, gas formation, solid formation, and temperature change.</p> <p>P.CM.07.22 Compare and contrast the chemical properties of a new</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Strategies	Lesson Sequence	Resources
			<p>substance with the original after a chemical change.</p> <p>P.CM.07.23 Describe the physical properties and chemical properties of the products and reactants in a chemical change.</p> <p>Copyright © 2001-2015 State of Michigan</p>				
3: The Structure and Function of Living Things <i>(Week 20, 10 Weeks)</i>	How do cells accomplish life functions and sustain life?	<p>In this life science unit, students use scientific equipment to observe single- and multi-cellular organisms. They identify ways in which cells accomplish the basic functions of life, such as acquiring and</p>	<p>MI: GLCE: Science 7th Grade Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP: Develop an understanding that</p>	<p>1. What are the similarities and differences between single-celled and multi</p>	<p>describing differentiating identifying observing recognizing</p>	<p> Lesson Packet - Structure and Function of Living Things - 7 Cycle 1 Activity 13 - Carbohydrates, Lipids, Fats, and Proteins Powerpoint Presentation</p>	<p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/</p> <p> Unit 3: The Structure and Function of Living Things - Knowledge and Skills Document</p> <p> The Organelle Trail Student Worksheet</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
		<p>using energy, maintaining balance (homeostasis), and reproducing. Through observation and model construction students examine cell processes. They differentiate between organisms that are one-celled and those that are multi-cellular, by looking at specialization among the cells of multicellular organisms. Students recognize cells that make up different body tissues, organs, and organ systems and relate structure to function. They explore how</p>	<p>scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems. S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation. S.IP.07.11 Generate scientific questions</p>	<p>cellular organisms?</p> <p>2. How are cells organized to accomplish the life functions of organisms?</p> <p>3. How do cells get the energy they need to survive, grow and reproduce?</p>		<p> on Cycle1Activity 14 - Evidence Plants Make Powerpoint Presentation</p> <p> Cycle2Activity1 - Multi vs. Single SmartBoard Presentation Notebook (requires SmartBoard software)</p> <p> Cycle2Activity2 - Sexual/Asexual SmartBoard Presentation Notebook (requires SmartBoard)</p> <p> Cycle2Activity5 -</p>	

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
		<p>organisms grow and reproduce through the processes that take place in cells. They describe how characteristics of living things are passed on through generations asexually and sexually, by tracing traits from parents to offspring through observation and experimentation. To trace the source of energy for cell growth and other life functions, students investigate the conditions necessary for photosynthesis. They explore how cells obtain, store and use food. Students</p>	<p>based on observations, investigations, and research.</p> <p>S.IP.07.12 Design and conduct scientific investigations .</p> <p>S.IP.07.15 Construct charts and graphs from data and observations.</p> <p>Inquiry Analysis and Communication</p> <p>K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication</p>	<p>4. How are the cells of multi-cellular organisms specialized?</p> <p>5. How do organisms grow?</p> <p>6. How do cells reproduce themselves?</p> <p>7. How is genetic information passed</p>			Differentiation Powerpoint Presentation

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
		<p>research how science and technology have advanced because of the contributions of many people throughout history and across cultures.</p> <p> Unit 3: The Structure and Function of Living Things - Unit Word Document with contextualized GLCEs</p>	<p>tion of findings, using appropriate technology. S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.17.13 Communicate and defend findings of observations and investigations.</p> <p>Reflection and Social Implications</p> <p>K-7 Standard</p>	<p>from cells to cells?</p> <p>8. How is sexual reproduction different than asexual reproduction?</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			understand the role of science in society and technology. S.RS.M.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>S.RS.07.13 Identify the need for evidence in making scientific decisions.</p> <p>S.RS.07.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>Discipline 2: Physical Science</p> <p>P.EN.M.4 Energy Transfer- Energy is transferred from a source to a receiver by radiation, conduction, and convection. When energy is transferred</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>from one system to another, the quantity of energy before the transfer is equal to the quantity of energy after the transfer.</p> <p>P.EN.07.43 Explain how light energy is transferred to chemical energy through the process of photosynthesis.</p> <p>Discipline 3: Life Science Organization of Living Things K-7 Standard L.OL: Develop an</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energ				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			y is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>d that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.</p> <p>L.OL.M.2</p> <p>Cell Functions-</p> <p>All organisms are composed of cells, from one cell to many cells. In multicellular organisms, specialized cells perform specialized functions. Organs and organ</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>systems are composed of cells, and function to serve the needs of cells for food, air, and waste removal.</p> <p>The way in which cells function is similar in all living organisms.</p> <p>L.OL.07.21 Recognize that all organisms are composed of cells (single cell organisms, multicellular organisms).</p> <p>L.OL.07.22 Explain how cells make up different body tissues, organs, and organ</p>				

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			<p>systems.</p> <p>L.OL.07.23 Describe how cells in all multicellular organisms are specialized to take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or organism needs.</p> <p>L.OL.07.24 Recognize that cells function in a similar way in all organisms.</p> <p>L.OL.M.3- Growth and Development- Following fertilization, cell division produces a small</p>				






Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>cluster of cells that then differentiate by appearance and function to form the basic tissue of multicellular organisms.</p> <p>L.OL.07.31 Describe growth and development in terms of increase of cell number and/or cell size.</p> <p>L.OL.07.32 Examine how through cell division, cells can become specialized for specific functions.</p> <p>L.OL.M.6 Photosynthesis- Plants are</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			producers; they use the energy from light to make sugar molecules from the atoms of carbon dioxide and water. Plants use these sugars along with minerals from the soil to form fats, proteins, and carbohydrates. These products can be used immediately, incorporated into the cells of a plant as				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>the plant grows, or stored for later use.</p> <p>L.OL.07.61 Recognize the need for light to provide energy for the production of carbohydrates, proteins and fats.</p> <p>L.OL.07.62 Explain that carbon dioxide and water are used to produce carbohydrates, proteins, and fats.</p> <p>L.OL.07.63 Describe evidence that plants make, use and store food.</p> <p>Heredity K-7 Standard L.HE: Develop an understanding that all</p>				


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>life forms must reproduce to survive. Understand that characteristics of mature plants and animals may be inherited or acquired and that only inherited traits are passed on to their young. Understand that inherited traits can be influenced by changes in the environment and by genetics.</p> <p>L.HE.M.2</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>Reproduction- Reproduction is a characteristic of all living systems; because no individual organism lives forever, reproduction is essential to the continuation of every species. Some organisms reproduce asexually. Other organisms reproduce sexually.</p> <p>L.HE.07.21 Compare how characteristic s of living</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>things are passed on through generations, both asexually and sexually.</p> <p>L.HE.07.22 Compare and contrast the advantages and disadvantages of sexual vs. asexual reproduction.</p> <p>Copyright © 2001-2015 State of Michigan</p>				
4: The Hydrosphere and Global Change <i>(Week 30, 8 Weeks)</i>	How does energy originating from the sun move within the fluid earth and biosphere?	<p>In this Earth science unit, students investigate the interactions of solar energy and matter on this planet which result in weather and, ultimately, climate. They look at water cycles within the lithosphere,</p>	<p>MI: GLCE: Science 7th Grade Discipline 1: Science Processes Inquiry Process K-7 Standard S.IP: Develop an understand</p>	<p>1. How does energy from the sun drive global climate?</p> <p>2. What atm</p>	<p> Sample Assessment Items</p> <p> Assessment Packet</p>	<p>describing differentiating identifying observing recognizing</p> <p> Lesson Packet - The Hydrosphere and Global Change</p>	<p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons</p> <p> http://www.osteachingresearchwriting.org/</p> <p> Unit 4: Fluid Earth Systems and Human Impact - Knowledge and Skills Document</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
		hydrosphere, and atmosphere. Students learn that the sun drives the water cycle and explore the relationship between the warming of the atmosphere by the sun and weather and climate. North American weather is studied using maps and satellite images that depict major air masses and frontal boundaries. Using their own measurements and those of weather agencies, students observe, describe, and categorize weather patterns in	ing that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems. S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation. S.IP.07.11 Generate	3. How do humans interact with and depend upon the hydrosphere	ospheric factors are necessary to measure and monitor in order to make weather predictions?		

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
		different places and over long periods of time. Students explore human activities that have altered the land, oceans, atmosphere, and biodiversity of plant and animal life in positive and negative ways and examine the causes of these activities. Students describe how human activities have contributed to climate change and water and air pollution. They use data sets to examine the extent of these problems. They engage in scientific discourse	scientific questions based on observations, investigations, and research. S.IP.07.13 Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes, hot plates, pH meters) appropriate to scientific investigations. Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understand	?			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
		<p>suggesting, designing and evaluating potential solutions to environmental problems and ways in which decision-making processes can be changed personally and politically to reverse environmental degradation.</p> <p> Unit 4: Fluid Earth Systems and Human Impact - Unit Word Document with contextualized GLCEs</p>	<p>ing that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.</p> <p>S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.07.11 Analyze information from data tables and graphs to</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>answer scientific questions.</p> <p>S.IA.07.12 Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p>S.IA.07.14 Draw conclusions from sets of data from multiple trials of a scientific investigation to draw conclusions.</p> <p>S.IA.07.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.</p> <p>Reflection and Social Implications</p> <p>K-7 Standard</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Lesson Sequence	Resources
			understand the role of science in society and technology. S.RS.M.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>S.RS.07.11 Evaluate the strengths and weaknesses of claims, arguments, and data.</p> <p>S.RS.07.14 Evaluate scientific explanations based on current evidence and scientific principles.</p> <p>S.RS.07.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>S.RS.07.16 Design solutions to problems using technology.</p> <p>S.RS.07.17 Describe the effect humans and other organisms</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			have on the balance of the natural world. S.RS.07.18 Describe what science and technology can and cannot reasonably contribute to society. Discipline 4: Earth Science Earth Systems K-7 Standard E.ES: Develop an understanding of the warming of the Earth by the sun as the major source of energy for phenomenon on Earth and				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>how the sun's warming relates to weather, climate, seasons, and the water cycle.</p> <p>Understand how human interaction and use of natural resources affects the environment.</p> <p>E.ES.M.1 Solar Energy- The sun is the major source of energy for phenomena on the surface of the Earth.</p> <p>E.ES.07.11 Demonstrate,</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>using a model or drawing, the relationship between the warming by the sun of the Earth and the water cycle as it applies to the atmosphere (evaporation, water vapor, warm air rising, cooling, condensation , clouds).</p> <p>E.ES.07.12 Describe the relationship between the warming of the atmosphere of the Earth by the sun and convection within the atmosphere and oceans.</p> <p>E.ES.07.13 Describe how the warming of the Earth by the sun produces</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			winds and ocean currents. E.ES.M.4 Human Consequences- Human activities have changed the land, oceans, and atmosphere of the Earth resulting in the reduction of the number and variety of wild plants and animals sometimes causing extinction of species. E.ES.07.41 Explain how human activities				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			(surface mining, deforestation, overpopulation, construction and urban development, farming, dams, landfills, and restoring natural areas) change the surface of the Earth and affect the survival of organisms. E.ES.07.42 Describe the origins of pollution in the atmosphere, geosphere, and hydrosphere, (car exhaust, industrial emissions, acid rain, and natural sources), and how pollution impacts habitats, climatic change, threatens or				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			endangers species. E.ES.M.7 Weather and Climate-Global patterns of atmospheric and oceanic movement influence weather and climate. E.ES.07.71 Compare and contrast the difference and relationship between climate and weather. E.ES.07.72 Describe how different weather occurs due to the constant motion of the atmosphere from the energy of the sun reaching				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>the surface of the Earth.</p> <p>E.ES.07.73 Explain how the temperature of the oceans affects the different climates on Earth because water in the oceans holds a large amount of heat.</p> <p>E.ES.07.74 Describe weather conditions associated with frontal boundaries (cold, warm, stationary, and occluded) and the movement of major air masses and the jet stream across North America using a weather map.</p> <p>E.ES.M.8 Water</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>Cycle-Water circulates through the four spheres of the Earth in what is known as the “water cycle.”</p> <p>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.</p> <p>E.ES.07.82 Analyze the flow of water between the components of a watershed,</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>including surface features (lakes, streams, rivers, wetlands) and groundwater.</p> <p>Fluid Earth K-7 Standard E.FE: Develop an understanding that Earth is a planet nearly covered with water and that water on Earth can be found in three states, solid, liquid, and gas. Understand how water on Earth</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			<p>moves in predictable patterns. Understand Earth's atmosphere as a mixture of gases and water vapor.</p> <p>E.FE.M.1 Atmosphere- The atmosphere is a mixture of nitrogen, oxygen and trace gases that include water vapor. The atmosphere has different physical and chemical composition at different</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Thinking Assessments	Lesson Sequence	Resources
			elevations. E.FE.07.11 Describe the atmosphere as a mixture of gases. E.FE.07.12 Compare and contrast the composition of the atmosphere at different elevations. Copyright © 2001-2015 State of Michigan				
NEW Michigan Science Standards <i>(Week 1, 37 Weeks)</i>							



Science 8 (M)



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
Unit 1: Scientific Method <i>(Week 1, 38 Weeks)</i>	How is scientific thinking different from everyday thinking?	<p>This unit is a continuation and overlap of seventh grade standards to allow eighth grade students the opportunity to secure and master the knowledge of the process of the scientific method and all necessary measurement skills. Within this unit, students do several investigations designed to help them understand the nature of scientific thinking and knowledge claims. Since all science starts with a question or problem, the initial activity focuses on the difference between scientific and unscientific questions. Students avoid questions with yes or no answers, and focus on ones that are testable and deal with cause and effect relationships. Good scientific questions at this level are often in a form that expresses a</p>	<p>MI: GLCE: Science 7th Grade</p> <hr/> <p>Discipline 1: Science Processes</p> <p>Inquiry Process K-7 Standard S.IP: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.</p> <p>S.IP.M.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.07.11 Generate scientific questions based on observations, investigations, and research.</p>	<ol style="list-style-type: none"> 1. What are the characteristics of a good scientific question/problem? 2. What techniques do scientists employ to help ensure accurate and repeatable data? 3. What are manipulated, responding, controlled, and irrelevant variables? 4. How do scientific claims differ from those based on opinion or authority? 	<p>scientific method measurement evidence-based ideas qualitative data (observations) quantitative data (measurements) variable (independent, dependent, controlled) graphing skills</p>	<p>Analyzing Critiquing Describing Designing Evaluating Explaining Identifying Predicting Measuring</p>	<ul style="list-style-type: none"> • TCI • Science Kits

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
		<p>relationship (i.e., How does _____ affect _____?) and uses that is verifiable and measurable. This can perhaps best be accomplished using a guided inquiry approach where students have the opportunity to work with pre-constructed activities that focus on various aspects of asking good scientific questions and making knowledge claims. For example, a simple pendulum could be used to explore the relationship between the period and a variety of variables (e.g., length, mass of the bob, initial displacement, type of string, steadiness of support, etc.). This in turn allows for the development of key ideas related to the independent, dependent, controlled, and irrelevant variables as well as ideas about measurement and uncertainty. Student discourse in small groups and whole class discussion are essential to help</p>	<p>S.IP.07.12 Design and conduct scientific investigations.</p> <p>S.IP.07.13 Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes, hot plates, pH meters) appropriate to scientific investigations.</p> <p>S.IP.07.14 Use metric measurement devices in an investigation.</p> <p>S.IP.07.15 Construct charts and graphs from data and observations.</p> <p>S.IP.07.16 Identify patterns in data.</p> <p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.M.1 Inquiry</p>	<p>5. What types of scientific equipment are appropriate to use in different scientific investigations?</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
		<p>students develop an awareness of and skills used in developing and defending scientific knowledge claims. They design investigations (or critique teacher-provided designs) that involve independent, dependent, and controlled variables and their associated knowledge claims.</p>	<p>includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.07.11 Analyze information from data tables and graphs to answer scientific questions.</p> <p>S.IA.07.12 Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p>S.IA.07.13 Communicate and defend findings of observations and investigations.</p> <p>S.IA.07.14 Draw conclusions from sets of data from multiple trials of a scientific investigation to draw conclusions.</p> <p>S.IA.07.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.</p> <p>Reflection and Social Implications K-7 Standard S.RS:</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
			<p>Develop an understanding that claims and evidence for their scientific merit should be analyzed.</p> <p>Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.</p> <p>S.RS.M.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations.</p> <p>Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</p> <p>S.RS.07.15</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
			<p>Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>S.RS.07.16 Design solutions to problems using technology.</p> <p>Copyright © 2001-2015 State of Michigan</p>				
Unit 2: States of Matter and Heat <i>(Week 6, 5 Weeks)</i>	How does heat and energy effect the molecular motion within a solid, liquid and gas?	<p>In this unit students compare solids, liquids, and gases with respect to intermolecular attractions and energy. Students use macroscopic observations to generate models for particle arrangement and motion at the molecular level. Students also describe the energy changes that accompany common changes of state. Students draw diagrams of the arrangement of the particles in substances before and after a phase change occurred. Students use their knowledge of</p>	<p>MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>MI: Grades 6-8</p> <p>Reading: Science & Technical Subjects</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or</p>	<ol style="list-style-type: none"> How can macroscopic observations be explained by the arrangement and motion of particles in solids, liquids, and gases? What properties of solids, liquids, and gases make them useful in society? How do states of 	<p>intermolecular forces</p> <p>kinetic energy</p> <p>molecular motion</p> <p>states of matter (properties & phase changes)</p> <p>heating curve graphs</p>	<p>Analyzing</p> <p>Evaluating</p> <p>Identifying</p> <p>Comparing</p> <p>Interpreting</p>	

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
		<p>intermolecular attractions to explain why some substances exist as solids under normal classroom conditions while others exist as either liquids or gases. At this point, students understand the differences in particle arrangement, intermolecular attraction, and energy of particles. This conceptual understanding helps students as they compare the entropy of substances and explain energy changes associated with changes of state. Next, students are exposed to the heating curves of various substances. While analyzing heating curve graphs, students learn energy is transferred to the substance. Students are able to identify water's melting point and boiling point based upon heating curve data. Classroom discussion connects the heating curve investigation to phase diagrams for substances and introduces changes of</p>	<p>opinions.</p> <p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.2a. Introduce a topic</p>	<p>matter affect us in our daily life?</p> <p>4. How is energy flow related to changes in state (solid, liquid, gas) of matter?</p> <p>5. How do temperature versus time graphs represent the appearance and state of water when it is slowly heated or cooled?</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
		state as either exothermic or endothermic.	<p>clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST.6-8.2e. Establish and</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
			<p>maintain a formal style and objective tone.</p> <p>WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>MI: GLCE: Science High School</p> <hr/> <p>Chemistry HS</p> <p>C2.2 Molecules in Motion</p> <p>C2.2A Describe conduction in terms of molecules bumping into each other to transfer energy. Explain why there is better conduction in solids and liquids than gases.</p> <p>C2.2B Describe the various states of matter in terms of the motion and arrangement of the molecules (atoms) making up the substance.</p> <p>C3.3 Heating Impacts</p> <p>C3.3A Describe how</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
			<p>heat is conducted in a solid.</p> <p>C3.3B Describe melting on a molecular level.</p> <p>C4.3 Properties of Substances</p> <p>C4.3A Recognize that substances that are solid at room temperature have stronger attractive forces than liquids at room temperature, which have stronger attractive forces than gases at room temperature.</p> <p>C4.3B Recognize that solids have a more ordered, regular arrangement of their particles than liquids and that liquids are more ordered than gases.</p> <p>C5.4 Phase Change/Diagrams</p> <p>C5.4B Measure, plot, and interpret the graph of the temperature versus time of an ice-water mixture, under slow heating, through melting and boiling.</p>				

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			© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.				
Unit 3: Atoms and the Periodic Table (Week 10, 12 Weeks)	How are we using knowledge of atomic structure to identify matter, its properties, and its interactions?	The first part of this unit focuses on the nucleus and introduces the fundamental differences between atoms of different elements and isotopes. As part of an inquiry activity, students analyze models of atoms and ions by counting numbers of protons, neutrons and electrons. This gives students an opportunity to visualize and compare the differences between atoms of different elements, different isotopes of one element, and ions formed from atoms of an element. Students use mass and atomic numbers to identify elements and write their symbols. Class discussion helps students understand that: atoms of an	MI: GLCE: Science High School Chemistry HS C4.2 Nomenclature C4.2A Name simple binary compounds using their formulae. C4.2B Given the name, write the formula of simple binary compounds. C4.8 Atomic Structure C4.8A Identify the location, relative mass, and charge for electrons, protons, and neutrons. C4.8B Describe the atom as mostly empty space with an extremely small, dense nucleus consisting of the protons and neutrons and an electron cloud surrounding the	1. How do scientists organize matter (metals, nonmetals, metalloids) on the Periodic Table? 2. What information do scientists use to differentiate one atom from another? 3. Why are some isotopes of an element unstable while others are stable? 4. How can changes that occur in an atom	atomic number average atomic mass compound element formula ion isotopes mass number mixture Periodic Table of Elements solution sub-atomic particles	Analyzing Evaluating Identifying Comparing	

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
		<p>element all have the same number of protons, isotopes of an element have the same number of protons but a different number of neutrons, and ions are formed when a neutral atom gains or loses an electron. Further class discussion introduces the concept of mass number, and average atomic mass. In this unit students are introduced to the number, location and energy of electrons in atoms and ions. Students will gain an understanding of electron configuration. Through classroom discussions, students learn to write electron configurations for atoms and ions, and relate electron configuration to reactivity.</p>	<p>nucleus.</p> <p>C4.8C Recognize that protons repel each other and that a strong force needs to be present to keep the nucleus intact.</p> <p>C4.8D Give the number of electrons and protons present if the fluoride ion has a -1 charge.</p> <p>C4.9 Periodic Table</p> <p>C4.9A Identify elements with similar chemical and physical properties using the periodic table.</p> <p>C4.10 Neutral Atoms, Ions, and Isotopes</p> <p>C4.10A List the number of protons, neutrons, and electrons for any given ion or isotope.</p> <p>C4.10B Recognize that an element always contains the same number of protons.</p> <p>C5.5 Chemical Bonds — Trends</p> <p>C5.5A Predict if the</p>	<p>when energy is either gained or lost be used to identify elements?</p> <p>5. How are electrons involved in the formation of covalent and ionic bonds?</p> <p>6. What are elements, compounds, and solutions?</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
			<p>bonding between two atoms of different elements will be primarily ionic or covalent.</p> <p>C5.5B Predict the formula for binary compounds of main group elements.</p> <p>C5.8x Carbon Chemistry</p> <p>C5.8A Draw structural formulas for up to ten carbon chains of simple hydrocarbons.</p> <p>C5.8B Draw isomers for simple hydrocarbons.</p> <p>C5.8C Recognize that proteins, starches, and other large biological molecules are polymers.</p> <p>Copyright © 2001-2015 State of Michigan</p>				
Unit 4: Chemical Reactions and Acids/Bases	How are chemical reactions described and represented	In this unit, students explore the role of Chemistry in their world and understand that it's everywhere in their world. Students explore	MI: GLCE: Science High School Chemistry HS C3.4 Endothermic and Exothermic Reactions	1. What can physical and chemical properties tell us	acid base chemical and physical change chemical and	Analyzing Applying Classifying Comparing Describing Distinguishing	

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
es (Week 22, 4 Weeks)	d?	<p>chemical and physical changes in an effort to learn about the fundamental building blocks of matter. They learn how scientists classify chemical and physical changes, and what tools are available to help scientists communicate with one another. The concepts of nomenclature, types of reactions, and balancing equations are woven into the classroom discussions of the laboratory investigations. Students learn these skills, as needed, in order to communicate information regarding the reactions they observed. With this approach, these concepts, which are essential for communication in chemistry, have relevance and meaning and provide a much needed foundation for more in-depth study later in the course. Within this unit, students are investigating elements and compounds through a series of laboratory</p>	<p>C3.4A Use the terms endothermic and exothermic correctly to describe chemical reactions in the laboratory.</p> <p>C3.4B Explain why chemical reactions will either release or absorb energy.</p> <p>C5.2 Chemical Changes</p> <p>C5.2A Balance simple chemical equations applying the conservation of matter.</p> <p>C5.2B Distinguish between chemical and physical changes in terms of the properties of the reactants and products.</p> <p>C5.2C Draw pictures to distinguish the relationships between atoms in physical and chemical changes.</p> <p>C5.7 Acids and Bases</p> <p>C5.7A Recognize formulas for common inorganic acids, carboxylic acids, and bases formed from</p>	<p>about substances ?</p> <p>2. How do we identify chemical and physical changes in matter?</p> <p>3. What physical and chemical changes impact our daily lives?</p> <p>4. How does chemistry help us understand threats to our environment?</p> <p>5. How are chemical equations constructed and balanced?</p> <p>6. How are chemical bonds created or broken?</p> <p>7. How does one determine if a chemical</p>	<p>physical property chemical bond chemical reactions (types and identifying reactants and products) coefficient compounds conservation of mass element endothermic exothermic formula hydrocarbons indicators pH subscript</p>	<p>ng Drawing Explaining Identifying Organizing Predicting Recognizing Representing Using</p>	

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
		<p>investigations. Students compare the properties of starting substances (reactants) to ending substances (products) in an effort to describe changes on a macroscopic level. Through classroom discussion and analysis, students classify reactants and products as elements, compounds, or mixtures. During subsequent lab experiments, students investigate how compounds are formed from elements (synthesis reactions), are changed to form new substances (single/double replacement and combustion reactions), broken down into different substances (decomposition reactions), and changed from one form to another (physical changes). During discussion of their observations, students begin to understand the evidence needed to classify a change as either a chemical or physical change. Reactions relating to</p>	<p>families I and II.</p> <p>C5.7B Predict products of an acid-base neutralization.</p> <p>C5.7C Describe tests that can be used to distinguish an acid from a base.</p> <p>C5.7D Classify various solutions as acidic or basic, given their pH.</p> <p>C5.7E Explain why lakes with limestone or calcium carbonate experience less adverse effects from acid rain than lakes with granite beds.</p> <p>Copyright © 2001-2015 State of Michigan</p>	<p>8. What are the various ways that products and reactants can be represented?</p> <p>9. What structures and molecular arrangements are found in simple hydrocarbons and biological molecules?</p> <p>10. What distinguishes chemical interactions from physical interactions?</p> <p>11. How do chemical equations represent the conservation of matter in a</p>			

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		<p>corrosion, acid rain, respiration, and other real-world applications can be chosen for the investigations to help students realize that chemistry is all around them. In this unit students investigate interactions between matter that produces substances with their own unique set of properties. They discover that these reactions are distinct from physical interactions where no new substances are produced. It is important to note that, while chemical changes result in new substances and these changes explain how a relatively small number of elements can produce the diversity of matter in the universe, relatively few combinations actually occur and that most possible combinations of elements do not result in new substances. Students explore what happens when interactions between simple substances (elements or compounds) occur</p>		<p>chemical interaction ?</p> <p>12. How do energy transfer diagrams differentiate exothermic and endothermic reactions?</p> <p>13. What are the products of an acid/base reaction?</p> <p>14. What is pH and how does it describe the acidity and alkalinity of substances ?</p>			

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		<p>and categorize them as physical or chemical reactions. Then they represent these reactions using word equations that can be reduced to symbolic form in a familiar chemical equation. Students balance these equations and recognize that both the number of 'particles' and mass is conserved in a balanced chemical equation. They are then introduced to the energy flow in chemical reactions and recognize that chemical interactions either release to (exothermic) or absorb energy from (endothermic) the surrounding environment. Students explore acids and bases and the various materials (e.g., litmus paper, indicators, pH scale, etc.) that are employed to distinguish these chemicals from one another. They also identify common acids and bases in everyday products and investigate the neutralization reaction between acids and bases.</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
Unit 5: Electricity and Magnetism (Week 25, 5 Weeks)	How do scientists describe electric and magnetic interactions?	<p>In this unit students explore electrically charged objects by investigating a variety of interactions between two charged objects and charged objects with neutral objects. They describe these interactions in terms of the strength of the attractive and repulsive forces as well as through the use of charge distribution diagrams. Students investigate a variety of electric circuit interactions and be able to recognize open, complete, and short circuits. They also explain the roles that voltage, current, and resistance play in electric circuit interactions. Lastly, students describe various energy transformations that take place in common household devices and the roles that electric and magnetic interactions play in electric motors and generators.</p>	<p>MI: GLCE: Science High School Physics HS P3.7 Electric Charges</p> <p>P3.7A Predict how the electric force between charged objects varies when the distance between them and/or the magnitude of charges change.</p> <p>P3.7B Explain why acquiring a large excess static charge (e.g., pulling off a wool cap, touching a Van de Graaff generator, combing) affects your hair.</p> <p>P3.p8 Magnetic Force (prerequisite)</p> <p>P3.p8A Create a representation of magnetic field lines around a bar magnet and qualitatively describe how the relative strength and direction of the magnetic force changes at various places in the field.</p>	<ol style="list-style-type: none"> How are the interactions between charged and neutral objects described? What are the causes of both attractive and repulsive forces between charged and neutral objects? How are electrical objects classified and described? How are voltage, resistance, and current used to describe electric circuit interactions? What are the energy 	circuits conductors and insulators Ohm's Law electric charges (positive, negative, neutral) electric force energy energy transformation non-contact force static charge	Comparing Drawing Describing Explaining Identifying Predicting Representing	

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
			<p>(prerequisite)</p> <p>P4.2 Energy Transformation</p> <p>P4.2A Account for and represent energy transfer and transformation in complex processes (interactions).</p> <p>P4.2B Name devices that transform specific types of energy into other types (e.g., a device that transforms electricity into motion).</p> <p>P4.3 Kinetic and Potential Energy</p> <p>P4.3A Identify the form of energy in given situations (e.g., moving objects, stretched springs, rocks on cliffs, energy in food).</p> <p>P4.10 Current Electricity — Circuits</p> <p>P4.10A Describe the energy transformations when electrical energy is produced and transferred to homes and businesses.</p>	<p>transformations that occur in common household devices?</p> <p>6. How does the electric force between objects vary when the distance between them and/or the magnitude of charges change?</p> <p>7. How is energy conservation different in open and closed systems?</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
			<p>P4.10B Identify common household devices that transform electrical energy to other forms of energy, and describe the type of energy transformation.</p> <p>P4.10C Given diagrams of many different possible connections of electric circuit elements, identify complete circuits, open circuits, and short circuits and explain the reasons for the classification.</p> <p>P4.10D Discriminate between voltage, resistance, and current as they apply to an electric circuit.</p> <p>Copyright © 2001-2015 State of Michigan</p>				
Unit 6: Motion and Forces <i>(Week 30, 9 Weeks)</i>	What is the relationship between the forces acting on an object and its motion?	In this unit students discuss and categorize various examples of force interactions that represent contact interactions and non-contact (at a distance) interactions. The	MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 MI: Grades 6-8 Reading: Science & Technical	1. What are some common examples of both contact and non-contact (at	acceleration action/reaction forces average speed displacement vs distance forces	Analyzing Calculating Describing Explaining Identifying Interpreting Predicting Solving	

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
		<p>concept of net force is developed using the ideas of magnitude and direction of forces to determine if the forces, action on an object are balanced or unbalanced and the resulting motions are explored. They apply these ideas, to qualitatively describe the force and motion characteristics of one dimensional, two dimensional, circular, and periodic motion. Students use the concept of net force to solve problems involving Newton's 2nd Law. They learn how to clearly describe a 'reaction force' when given an 'action force' in a specific interaction. Students describe why action/reaction pair forces do not cancel each other out thus preventing motion. Students will calculate speed, velocity, and acceleration. The concept of motion will be explored through analyzing, interpreting, and drawing motion graphs and motion diagrams (strobe</p>	<p>Subjects</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>MI: GLCE: Science High School</p> <p>Physics HS</p> <p>STANDARD P2: MOTION OF OBJECTS The universe is in a</p>	<p>a distance) force interactions? 2. How is the net force of an object calculated? 3. How do balanced and unbalanced forces affect an object's motion? 4. How does the mass of an object affect its motion? 5. What role does net force and direction of travel play in one-dimensional, two-dimensional, circular, and periodic motion? 6. What is an action/reaction force pair and why do they not</p>	<p>frame of reference friction gravitational force magnitude and direction Newton's Laws one/two dimensional, periodic and circular motions revolution vs rotation scalar & vector quantities velocity weight vs mass kinetic energy open system potential energy work</p>		

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
		pictures).	<p>state of constant change. From small particles (electrons) to the large systems (galaxies) all things are in motion. Therefore, for students to understand the universe they must describe and represent various types of motion. Kinematics, the description of motion, always involves measurements of position and time. Students must describe the relationships between these quantities using mathematical statements, graphs, and motion maps. They use these representations as powerful tools to not only describe past motions but also predict future events.</p> <p>P2.1 Position — Time</p> <p>P2.1A Calculate the average speed of an object using the change of position</p>	<p>cancel each other out?</p> <p>7. What is the energy conservation relationship between potential and kinetic energy?</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
			<p>and elapsed time.</p> <p>P2.1B Represent the velocities for linear and circular motion using motion diagrams (arrows on strobe pictures).</p> <p>P2.1C Create line graphs using measured values of position and elapsed time.</p> <p>P2.1D Describe and analyze the motion that a position-time graph represents, given the graph.</p> <p>P2.1E Describe and classify various motions in a plane as one dimensional, two dimensional, circular, or periodic.</p> <p>P2.1F Distinguish between rotation and revolution and describe and contrast the two speeds of an object like the Earth.</p> <p>P2.2 Velocity — Time</p> <p>P2.2A Distinguish between the variables of distance, displacement, speed, velocity, and</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
			<p>acceleration.</p> <p>P2.2B Use the change of speed and elapsed time to calculate the average acceleration for linear motion.</p> <p>P2.2C Describe and analyze the motion that a velocity-time graph represents, given the graph.</p> <p>P2.2D State that uniform circular motion involves acceleration without a change in speed.</p> <p>STANDARD P3: FORCES AND MOTION Students identify interactions between objects either as being by direct contact (e.g., pushes or pulls, friction) or at a distance (e.g., gravity, electromagnetism), and to use forces to describe interactions between objects. They recognize that non-zero net forces always cause changes in motion (Newton's first law).</p>				

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			<p>These changes can be changes in speed, direction, or both. Students use Newton's second law to summarize relationships among and solve problems involving net forces, masses, and changes in motion (using standard metric units). They explain that whenever one object exerts a force on another, a force equal in magnitude and opposite in direction is exerted back on it (Newton's third law).</p> <p>P3.1 Basic Forces in Nature</p> <p>P3.1A Identify the force(s) acting between objects in "direct contact" or at a distance.</p> <p>P3.2 Net Forces</p> <p>P3.2A Identify the magnitude and direction of everyday forces (e.g., wind, tension in ropes, pushes and pulls, weight).</p> <p>P3.2B Compare work</p>				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Thinking Strategies	Resources
			<p>done in different situations.</p> <p>P3.2C Calculate the net force acting on an object.</p> <p>P3.3 Newton's Third Law</p> <p>P3.3A Identify the action and reaction force from examples of forces in everyday situations (e.g., book on a table, walking across the floor, pushing open a door).</p> <p>P3.4 Forces and Acceleration</p> <p>P3.4A Predict the change in motion of an object acted on by several forces.</p> <p>P3.4B Identify forces acting on objects moving with constant velocity (e.g., cars on a highway).</p> <p>P3.4C Solve problems involving force, mass, and acceleration in linear motion (Newton's second law).</p> <p>P3.4D Identify the force(s) acting on objects moving with uniform circular</p>				

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			<p>motion (e.g., a car on a circular track, satellites in orbit).</p> <p>P3.6 Gravitational Interactions</p> <p>P3.6A Explain earth-moon interactions (orbital motion) in terms of forces.</p> <p>P3.6B Predict how the gravitational force between objects changes when the distance between them changes.</p> <p>P3.6C Explain how your weight on Earth could be different from your weight on another planet.</p> <p>P4.2 Energy Transformation</p> <p>P4.2C Explain how energy is conserved in common systems (e.g., light incident on a transparent material, light incident on a leaf, mechanical energy in a collision).</p> <p>P4.2D Explain why all the stored energy in gasoline does not transform to mechanical energy of a vehicle.</p>				

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			<p>P4.3 Kinetic and Potential Energy</p> <p>P4.3B Describe the transformation between potential and kinetic energy in simple mechanical systems (e.g., pendulums, roller coasters, ski lifts).</p> <p>P4.3C Explain why all mechanical systems require an external energy source to maintain their motion.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				



Science K (M)








Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
1: Observations with Senses <i>(Week 1, 11 Weeks)</i>	How do scientists investigate materials and objects in their world?	<p>In this unit students explore each of their five senses independently. They use each sense separately to make observations. They make connections between the observations they make and the body part associated with the sense they used. Connections are also made to how their five senses help them enjoy their surroundings.</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Kindergarten</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</p>	<ul style="list-style-type: none"> Make purposeful observations of the natural world using the appropriate senses (S.IP.00.11) Generate questions based on observations using the senses (S.IP.00.12) Plan and conduct simple investigations using the senses (S.IP.00.13) Manipulate simple tools (hand lens, balances) that aid observation and data collection 	<ol style="list-style-type: none"> How do I use my five senses to learn about my world? How do I describe materials and objects in my world? How can I use my five senses to organize information? 	<p>Analyzing and interpreting data</p> <p>Asking questions and defining problems</p> <p>Constructing explanations and designing solutions</p> <p>Developing and using models</p> <p>Engaging in argument from evidence</p> <p>Obtaining, evaluating, and communicating information</p> <p>Planning and carrying out investigations</p> <p>Using</p>	<p> Unit 1 Lesson Resource Packet</p>	<p> 5 Senses Labeling Diagram</p> <p> 5 Senses Matching Activity</p> <p> Activity 1 ELA Sample Lesson Script</p> <p> Button Sorting</p> <p> Parent Audience Letter</p> <p> Science Notebook Template</p> <p> Taste Exploration</p> <p> Teaching the Five Senses</p> <p> 5 Senses Draw and Label</p> <p> ELA Teaching Point and Focus Questions</p>
















Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence Resources
		<p>gs and help keep them safe. After students have practiced using each of their senses, they sort objects into like categories based on their observations. They apply their understanding of their five senses by designing a project that they can use to educate others.</p>	<p>new approach.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>(S.IP.00.14)</p> <ul style="list-style-type: none"> Construct simple charts from data and observations (S.IP.00.16) Share ideas about the senses through purposeful conversation (S.IA.00.12) Communicate and present findings of observations (S.IA.00.13) Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations) 	<p>rials?</p>	<p>mathematics and computational thinking</p>	



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence Resources
			<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>MI: GLCE: Science Kindergarten</p> <hr/> <p>Discipline 1: Science Processes Inquiry Process</p> <p>K-7 Standard S.IP: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems</p> <p>S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.00.11 Make purposeful observation of the natural world using the appropriate senses</p>	<p>ns, and watch a video) (S.IA.00.14)</p> <ul style="list-style-type: none"> • Demonstrate science concepts about the senses through illustrations, performances, models, exhibits, and activities (S.RS.00.11). 			



Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>S.IP.00.12 Generate questions based on observations.</p> <p>S.IP.00.13 Plan and conduct simple investigations.</p> <p>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> <p>S.IP.00.16 Construct simple charts from data and observations.</p> <p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.00.12 Share ideas about science</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequenc e	Resources
			<p>through purposeful conversation.</p> <p>S.IA.00.13 Communicate and present findings of observations.</p> <p>S.IA.00.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).</p> <p>Reflection and Social Implications K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. S.RS.E.1 Reflecting</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout history and within society.</p> <p>S.RS.00.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>					
2: Pushes and Pulls (Week 12, 9 Weeks)	How do scientists investigate and describe how things move?	In this physical science unit, students investigate how forces affect the motion of a	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 <u>MI: Kindergarten Writing</u> 2. Write	<ul style="list-style-type: none"> Describe the position of an object (above, below, in front of, behind, on) in relation to other 	<ol style="list-style-type: none"> How do objects move? How would 	Analyzing and interpreting data Asking questions and defining problems	 Unit 2 Lesson Resource Packet	 I Can Identify Push and Pull Forces  On the Playground  Push Pull Sort.notebook  Things Move with a Push or a Pull

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence Resources
		<p>variety of objects in their world. They distinguish between forces that pull objects and forces that push objects. Students examine how pushing and pulling on an object can change the speed or direction of its motion. They connect their understanding of forces that push and pull with how gravity affects the motion of objects by investigating how objects fall towards the earth.</p> <p> K-5</p>	<p>informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p> W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge</p>	<p>objects (P.FM.00.1 1).</p> <ul style="list-style-type: none"> Describe the direction of a moving object (for example: away from or closer to) from different observers' views (P.FM.00.1 2). Observe how objects fall toward the earth (P.FM.00.2 1). Demonstrate pushes and pulls on objects that can move (P.FM.00.3 1). Observe that objects initially at rest will move in the direction of a push or a pull (P.FM.00.3 2). 	<p>one describe the motion of an object?</p> <p>3. How do shape and force affect an object's motion?</p> <p>4. What is the difference between a push and a pull?</p> <p>5. How does gravity change the motion?</p>	<p>Constructing explanations and designing solutions Developing and using models Engaging in argument from evidence Obtaining, evaluating, and communicating information Planning and carrying out investigations Using mathematics and computational thinking</p>	<p> Where's the Bear?</p> <p> Push Pull Sort.notebook</p> <p> Testing Different Shapes</p> <p> Testing-Different-Size-Pushes&Pulls.doc</p> <p> Force and Motion book.docx</p> <p> Gravity.docx</p> <p> How Does Shape Affect Motion.doc</p> <p> My Push & Pull Book Template.docx</p> <p> Push and Pull Inc.docx</p> <p> push and pull small picture cards.doc</p> <p> Push&PullBook.docx</p> <p> Push&PullLargePictureSort.docx</p> <p> ELA Teaching Point and Focus Questions - Unit 2 9-29-15.docx</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence Resources
		Science Concepts Only .docx	<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p> W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p> W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>MI: Science (2015) Kindergarten</p>	<ul style="list-style-type: none"> Observe how pushes and pulls can change the speed or direction of moving objects (P.FM.00.3 3). Observe how the shape and mass of an object can affect motion (P.FM.00.3 4). Make purposeful observations of the movement of objects in response to pushes and pulls (S.IP.00.11) Generate questions based on observations of objects falling toward the earth (S.IP.00.12) 	on of an object?		

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence Resources
			<p>Forces and Interactions: Pushes and Pulls</p> <p>Forces and Interactions: Pushes and Pulls</p> <p> K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p> K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*</p> <p>MI: Science (2009)</p> <p>Kindergarten</p> <p>Discipline 1: Science Processes</p> <p>Inquiry Process</p> <p>K-7 Standard S.IP: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions</p>	<ul style="list-style-type: none">Plan and conduct simple investigations about pushes and pulls changing the speed or direction of moving objects (S.IP.00.13)Manipulate simple tools (pencil) to collect data about the effect of pulls or pushes changing the speed or direction of moving objects (S.IP.00.14)Construct simple charts from investigations about pushes and pulls changing the speed or direction of moving			


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>to problems S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.00.11 Make purposeful observation of the natural world using the appropriate senses</p> <p>S.IP.00.12 Generate questions based on observations.</p> <p>S.IP.00.13 Plan and conduct simple investigations.</p> <p>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> <p>S.IP.00.16 Construct simple charts from data and observations.</p> <p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that</p>	<p>objects (S.IP.00.16)</p> <p>.</p> <ul style="list-style-type: none"> Share ideas through purposeful conversation about how pushes or pulls affect the speed or direction of moving objects (S.IA.00.12) . Communicate and present findings of observations about the motion of an object (for example: away from or closer to) from different observers' views (S.IA.00.13) . Develop strategies for information gathering 				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.</p> <p>S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.00.12 Share ideas about science through purposeful conversation.</p> <p>S.IA.00.13 Communicate and present findings of observations.</p> <p>S.IA.00.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).</p> <p>Reflection and Social Implications</p> <p>K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be</p>	<p>(ask an expert, make observations, conduct investigations, watch a video) about forces affecting the motion of objects (S.IA.00.14)</p> <ul style="list-style-type: none"> • Demonstrate the effect of pushes or pulls on the motion of objects through various illustrations, performances, models, exhibits or activities (S.RS.00.11). 				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequenc e	Resources
			<p>analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.</p> <p>S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout history and within society.</p> <p>S.RS.00.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>Discipline 2:</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>Physical Science</p> <p>Force and Motion K-7 Standard P.FM:</p> <p>Develop an understanding that the position and/or motion of an object is relative to a point of reference.</p> <p>Understand forces affect the motion and speed of an object and that the net force on an object is the total of all of the forces acting on it.</p> <p>Understand the Earth pulls down on objects with a force called gravity.</p> <p>Develop an understanding that some forces are in direct contact with objects, while other forces are not in direct contact with objects.</p> <p>P.FM.E.1 Position- A position of an object can be described by locating the object relative to other objects or a background.</p> <p>P.FM.00.11 Describe the position of an object (for example: above, below, in front of, behind, on) in</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>relation to other objects around it.</p> <p>P.FM.00.12 Describe the direction of a moving object (for example: away from or closer to) from different observers' views.</p> <p>P.FM.E.2 Gravity- Earth pulls down on all objects with a force called gravity. With very few exceptions, objects fall to the ground no matter where the object is on the Earth.</p> <p>P.FM.00.21 Observe how objects fall toward the earth.</p> <p>P.FM.E.3 Force- A force is either a push or a pull. The motion of objects can be changed by forces. The size of the change is related to the size of the force. The change is also related to the weight (mass) of the object on which the force is being exerted. When an object does not move in response to a force, it is because</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>another force is being applied by the environment.</p> <p>P.FM.00.31 Demonstrate pushes and pulls on objects that can move.</p> <p>P.FM.00.32 Observe that objects initially at rest will move in the direction of the push or pull.</p> <p>P.FM.00.33 Observe how pushes and pulls can change the speed or direction of moving objects.</p> <p>P.FM.00.34 Observe how shape (for example: cone, cylinder, sphere) and mass of an object can affect motion.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>					
3: Basic Needs of Living Things	What do living things need to survive?	In this life science unit, students begin to	MI: ELA & Literacy in History/Social Studies, Science,	<ul style="list-style-type: none"> Identify and compare living and nonliving things 	1. What do living things	Analyzing and interpreting data Asking	 Unit 3 Lesson Resource	 Is it Living PowerPoint.pptx  Is It Living.doc  K Unit 3 Teaching

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
(Week 21, 8 Weeks)	explore the natural world around them by determining the differences between living and nonliving things. They learn that living things include both plants and animals. The focus of the unit is on basic needs of all living things (air, water, food and space). Students gain understanding of this concept through the exploration and investigation of the needs of plants and	<p>explore the natural world around them by determining the differences between living and nonliving things. They learn that living things include both plants and animals. The focus of the unit is on basic needs of all living things (air, water, food and space). Students gain understanding of this concept through the exploration and investigation of the needs of plants and</p>	<p>& Technical Subjects K-5</p> <p>MI: Kindergarten Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>5. Develop and strengthen writing as needed by</p>	<p>(L.OL.00.11).</p> <ul style="list-style-type: none"> Identify living things as plants and animals (L.OL.00.12). Describe how earth materials contribute to plant and animal life (E.SE.00.12). Make purposeful observations of living and nonliving things using the appropriate senses (S.IP.00.11). Generate questions about living things based on observations (S.IP.00.12). Plan and conduct simple 	<p>need to survive?</p> <p>2. How can one tell that something is alive?</p> <p>3. How do the needs of plants differ from those of animals?</p> <p>4. How do earth materials contribute to life?</p>	<p>questions and defining problems</p> <p>Constructing explanations and designing solutions</p> <p>Developing and using models</p> <p>Engaging in argument from evidence</p> <p>Planning and carrying out investigations</p> <p>Obtaining, evaluating, and communicating information</p> <p>Using mathematics and computational thinking</p>	<p>Packet</p>	<p>Points.docx</p> <p>Living and Nonliving Sort.docx</p> <p>living.nonliving-SmartBoard.notebook</p> <p>The Needs of Living Things.pptx</p> <p>To Survive Animals Need.docx</p> <p>Zoo Animal.docx</p> <p>Zoo Diorama Planning Sheet.docx</p> <p>All About Living Things Book Template.docx</p> <p>Earthworm Home Sample.JPG</p> <p>Investigating Earthworms.docx</p> <p>living.nonliving.notebook</p> <p>Needs-or-Wants.doc</p> <p>Science Notebook Template.doc</p> <p>The Needs of Living Things.pptx</p> <p>Earthworm Home Labeled Photo</p> <p>Zoo Model Planning Sheet</p> <p>Needs or Wants</p> <p>Plant Investigation</p> <p>Snowman Template</p> <p>ELA Teaching Points</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
		<p>animals. They apply their understanding by writing an "All About _____ Book" and designing a habitat for a zoo animal.</p>	<p>planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. Gather relevant information from multiple print and</p>	<p>investigations into the basic needs of living things (S.IP.00.13)</p> <ul style="list-style-type: none"> Manipulate simple tools (hand lens, balances) that aid observation and data collection (S.IP.00.14) Construct simple charts from data and observations of living things (S.IP.00.16) Share ideas about the needs of living things through purposeful conversation (S.IA.00.12) Communicate and present findings of 				Grade K Unit 3 9-28-15.docx

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>MI: GLCE: Science Kindergarten</p> <p>Discipline 1: Science Processes</p> <p>Inquiry Process K-7 Standard</p> <p>S.IP: Develop an understanding that scientific inquiry and reasoning involves observing, questioning,</p>	<p>observations of living things (S.IA.00.13)</p> <p>.</p> <ul style="list-style-type: none"> Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video) (S.IA.00.14) . Demonstrate science concepts about the needs of living things through illustrations, performances, models, exhibits, and activities (S.RS.00.11). 				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>investigating, recording, and developing solutions to problems</p> <p>S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.00.11 Make purposeful observation of the natural world using the appropriate senses</p> <p>S.IP.00.12 Generate questions based on observations.</p> <p>S.IP.00.13 Plan and conduct simple investigations.</p> <p>S.IP.00.14 Manipulate simple tools (for example: hand lens, pencils, balances, non-standard objects for measurement) that aid observation and</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>data collection.</p> <p>S.IP.00.16 Construct simple charts from data and observations.</p> <p>Inquiry Analysis and Communication</p> <p>K-7 Standard</p> <p>S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.</p> <p>S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.00.12 Share ideas about science through purposeful conversation.</p> <p>S.IA.00.13</p>					










Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>Communicate and present findings of observations.</p> <p>S.IA.00.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).</p> <p>Reflection and Social Implications</p> <p>K-7 Standard</p> <p>S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed.</p> <p>Understand how scientists decide what constitutes scientific knowledge.</p> <p>Develop an understanding of the importance of reflection on scientific knowledge and its application to new</p>					


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>situations to better understand the role of science in society and technology.</p> <p>S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations.</p> <p>Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout history and within society.</p> <p>S.RS.00.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>Discipline 3: Life</p>					

Unit	Overarching and Enduring Understandi ngs	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequenc e	Resources
			<p>Science</p> <p>Organization of Living Things</p> <p>K-7 Standard</p> <p>L.OL: Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy.</p> <p>Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be</p>					

Unit	Overarching and Enduring Understandi ngs	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequenc e	Resources
			<p>classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division.</p> <p>Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.</p> <p>L.O.L.E.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>material for growth and repair.</p> <p>L.OL.00.11 Identify that living things have basic needs.</p> <p>L.OL.00.12 Identify and compare living and nonliving things.</p> <p>Discipline 4: Earth Science</p> <p>Solid Earth K-7 Standard E.SE: Develop an understanding of the properties of earth materials and how those properties make materials useful. Understand gradual and rapid changes in earth materials and features of the surface of Earth. Understand magnetic properties of Earth.</p> <p>E.SE.E.1 Earth Materials- Earth materials that occur in nature</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.</p> <p>E.SE.00.12 Describe how Earth materials contribute to the growth of plant and animal life.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>					
4: My Earth <i>(Week 29, 9 Weeks)</i>	How are non-living earth materials investigated and used?	In this earth science unit, students develop an understanding of earth materials. They revisit the difference between	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Kindergarten Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly	<ul style="list-style-type: none"> Identify earth materials that occur in nature (E.SE.00.11). Make purposeful observations of different earth 	<ol style="list-style-type: none"> What non-living materials make up the Earth? How are rocks 	Analyzing and interpreting data Asking questions and defining problems Constructing explanations and	 Unit 4 Lesson Resource Packet	 Sorting Rocks.docx  Earth Material Investigation.doc  Land and Water PowerPoint.ppt  My Rock Report.docx  Examining Rocks  Exploring Sand  Exploring Soil  Book Template

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence Resources
		<p>living and non-living materials and distinguish non-living materials found in nature from manufactured examples. Students make observations and compare samples of rock, sand, soil and water. They investigate how different types of earth materials absorb water and explore examples of how these materials are used in design and construction. Students</p>	<p>and accurately through the effective selection, organization, and analysis of content.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions,</p>	<p>materials (water, soil, sand, rock) using the appropriate senses (S.IP.00.11)</p> <ul style="list-style-type: none"> • Generate questions based on observations of different earth materials (S.IP.00.12) • Plan and conduct simple investigations into the ability of different earth materials to absorb water (S.IP.00.13) • Manipulate simple tools (hand lens, balances) that aid observations and data collection of different 	<p>, sand and soil alike and different?</p> <p>3. How does water interact with other earth materials?</p> <p>4. How do scientists use fair tests to investigate earth materials?</p> <p>5. How are earth materials used by</p>	<p>designing solutions Developing and using models Engaging in argument from evidence Obtaining, evaluating, and communicating information Planning and carrying out investigations Using mathematics and computational thinking</p>	<p> ELA Teaching Point and Focus Questions Unit 4 9-28-15.docx</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence Resources
		conclude the unit by writing an informational "report" summarizing their investigation of rocks, sand, soil and water.	<p>demonstrating understanding of the subject under investigation.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>MI: GLCE: Science Kindergarten</p> <hr/> <p>Discipline 1: Science Processes Inquiry Process</p> <p>K-7 Standard S.IP: Develop an understanding that scientific inquiry and</p>	<p>earth materials, including water (S.IP.00.14)</p> <ul style="list-style-type: none"> • Make accurate measurements with appropriate (non-standard) units of different earth materials (S.IP.00.15) • Construct simple charts from data and observations of earth materials (S.IP.00.16) • Share ideas about investigations into the properties of earth materials through purposeful conversation (S.IA.00.12) 	engineers?		

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>reasoning involves observing, questioning, investigating, recording, and developing solutions to problems</p> <p>S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</p> <p>S.IP.00.11 Make purposeful observation of the natural world using the appropriate senses</p> <p>S.IP.00.12 Generate questions based on observations.</p> <p>S.IP.00.13 Plan and conduct simple investigations.</p> <p>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> <p>S.IP.00.15 Make accurate measurements with</p>	<ul style="list-style-type: none"> Communicate and present findings of investigations into the ability of different earth materials to absorb water (S.IA.00.13) Develop strategies for information gathering about earth materials. (Ask an expert, use a book.) (S.IA.00.14) Demonstrate through models and activities how earth materials absorb water (S.RS.00.11). 				

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>appropriate (non-standard) units for the measurement tool.</p> <p>S.IP.00.16 Construct simple charts from data and observations.</p> <p>Inquiry Analysis and Communication K-7 Standard S.IA: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p> <p>S.IA.00.12 Share ideas about science through purposeful conversation.</p> <p>S.IA.00.13 Communicate and present findings of observations.</p> <p>S.IA.00.14 Develop strategies for information gathering (ask an expert, use a book, make</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>observations, conduct simple investigations, and watch a video).</p> <p>Reflection and Social Implications K-7 Standard S.RS: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout</p>					






Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>history and within society.</p> <p>S.RS.00.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>Discipline 4: Earth Science</p> <p>Solid Earth K-7 Standard E.SE: Develop an understanding of the properties of earth materials and how those properties make materials useful. Understand gradual and rapid changes in earth materials and features of the surface of Earth. Understand magnetic properties of Earth.</p> <p>E.SE.E.1 Earth Materials- Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and</p>					

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Unit Level Standards	Essential / Focus Questions	Thinking Strategies	Lesson Sequence	Resources
			<p>animal life.</p> <p>E.SE.00.11 Identify Earth materials that occur in nature (sand, rocks, soil, water).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>					
<p>NEW Michigan Science Standards <i>(Week 1,</i> <i>37 Weeks)</i></p>								


Social Studies 1















Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
Unit 1: What is a Family ? (Week 1, 8 Weeks)	Why are families and schools important ?	MI: GLCE: Social Studies Kindergarten Economics E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. K - E1.0.1 Describe economic wants they have experienced. 1st Grade History H2 Living and Working Together Use historical thinking to understand the past. 1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. Geography G4 Human Systems Understand how human activities help	1. What is a family ? 2. How are families alike and different? 3. How is a school like a family ?	alike basic needs change different diversity economic wants family past present responsibility rules school	<u>Equipment/Manipulative</u> Art Paper and Drawing Materials Such as Markers and Crayons Chart Paper and Markers Overhead Projector or Document Camera and Projector <u>Student Resource (Used in Lessons)</u> Cruise, Robin. <i>Little Mama Forgets</i> . New York: Farrar, Straus and Giroux, 2006. Hines, Anna Grossnickle. <i>Daddy Makes the Best Spaghetti</i> . New York: Clarion Books, 1988. Howard, Arthur. <i>When I Was Five</i> . New York: Voyager Books, 1998. Katz, K. <i>The Colors of Us</i> . New York: Henry Holt and Company, 1999. Kuklin, Susan. <i>How My Family Lives in America</i> . New York: Aladdin Picture Books, 1998. Morris, Ann. <i>Families</i> . New York: Harper Collins, 2000. Smalls, Irene. <i>Jonathan and His Mommy</i> . New York: Little, Brown Young Readers, 1994. What Is a Family?. 100% Educational Videos. 1997. Discovery Education. 28 July 2015 http://streaming.discoveryeducation.com/ <u>Teacher Resource</u> <i>Books For Teaching About Families</i> . 28 July 2015 http://www2.scholastic.com/browse/article.jsp?id=3121



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>shape the Earth's surface.</p> <p>1 – G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.</p> <p>Civics & Government C1 Purposes of Government Explain why people create governments.</p> <p>1 – C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).</p> <p>C5 Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p> <p>1 – C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules,</p>			<p><i>Families Poster Pack</i>. Carson, California: Lakeshore Learning Materials, 2000.</p> <p><i>Families Thematic Unit E- Book</i>. Teacher Created Resources, 28 July 2015  http://www.buyteachercreated.com/estore/product/2110</p> <p>Hoberman, Mary Ann. <i>Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems</i>. New York: Scholastic, 1991.</p> <p>Pellegrini, Nina. <i>Families are Different: Big Book and Teaching Guide</i>. New York: Scholastic, 1992.</p> <p>Teitler, Joanne. <i>Supplemental Materials (Unit 1, Lessons 1-5)</i>. Teacher-made material. Michigan Citizenship Collaborative, 2009.</p> <p><u>Resources for Further Professional Knowledge</u> Banks, J. A. <i>An Introduction to Multicultural Education</i>. Boston: Allyn & Bacon, 2002.</p> <p>Bisson, J. <i>Celebrate! An Anti-Bias Guide to Enjoying Holidays in early childhood programs</i>. St. Paul, MN: Redleaf Press. 1997.</p> <p>Derman-Sparks, L. & the A. B. C. Task Force. <i>Anti-Bias Curriculum: Tools for Empowering Young Children</i>. Washington, DC: National Association for the Education of Young Children, 2001.</p> <p><i>National Council for the Social Studies</i>. 28 July 2015  http://www.ncss.org/</p> <p><i>Social Studies Lesson Plans and Resources</i>. 28 July 2015  http://www.csun.edu/~hcedu013/</p> <p><i>Strategies for Teaching Social Studies</i>. 28 July 2015  http://www.udel.edu/dssep/strategies.htm</p> <p><i>Teaching Social Studies</i>. 28 July 2015  http://www.proteacher.org/c/185_Teaching_Social_Studies.html</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>getting along with others).</p> <p>Economics E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>1 – E1.0.2 Describe ways in which families consume goods and services.</p> <p>Copyright © 2001-2015 State of Michigan</p>			<p>Teaching Tolerance Project. <i>Starting Small: Teaching Tolerance in Preschool and the Early Grades</i>. Montgomery, AL: Southern Poverty Law Center, 1997.</p> <p>Vold, E. B. (ed.). <i>Multicultural Education in Early Childhood Classrooms</i>. Washington, DC: National Education Association, 1993.</p> <p>Wardle, F. Proposal: An Anti-Bias and Ecological Model for Multicultural Education. <i>Childhood Education</i>, 72, 152-156, 1996.</p> <p>York, S. <i>Roots and Wings: Affirming Culture in Early Childhood Programs</i>. St. Paul, MN: Redleaf Press, 1991.</p>
Unit 2: How Do We Get What We Need or Want? (Week 9, 8 Weeks)	How do families meet their wants and needs where they live?	<p>MI: GLCE: Social Studies Kindergarten Economics E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>K - E1.0.1 Describe economic wants they have experienced.</p>	<ol style="list-style-type: none"> How do families satisfy their needs and wants? What is scarcity and what does it force families 	<p>choice</p> <p>consumer</p> <p>economic wants</p> <p>goods</p> <p>money</p> <p>pictograph</p> <p>producer</p> <p>scarcity</p> <p>services</p> <p>trade</p>	<p><u>Equipment/Manipulative</u></p> <p>Art paper and drawing materials, such as markers and crayons</p> <p>Chart paper and markers</p> <p>Coins: penny, nickel, dime, quarter, half dollar</p> <p>Colored construction paper cut into small squares to fix on pictographs</p> <p>Dollar bill</p> <p>Overhead projector or document camera and projector</p> <p>Play money</p> <p>Stickers (enough for one per student)</p> <p>Student journal or notebook</p>



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>K - E1.0.2 Distinguish between goods and services.</p> <p>1st Grade</p> <p>Economics</p> <p>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>1 – E1.0.1 Distinguish between producers and consumers of goods and services.</p> <p>1 – E1.0.2 Describe ways in which families consume goods and services.</p> <p>1 – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</p> <p>1 – E1.0.4 Describe reasons why people voluntarily trade.</p> <p>1 – E1.0.5 Describe ways in which people earn money (e.g., providing goods and</p>	<p>s to do?</p> <p>3. How and why do families trade?</p>		<p><u>Student Resource</u></p> <p>Barbour, Karen. <i>Little Nino's Pizzeria</i>. New York: Voyager Books, 1990.</p> <p>Brett, Jan. <i>The Mitten</i>. New York: G.P. Putnam's Sons, 1989.</p> <p>Brisson, Pat. <i>Benny's Pennies</i>. New York: Knopf Books for Young Readers, 1995.</p> <p>Chorao, Kay. <i>Pig and Crow</i>. New York: Owlet Paperbacks, 2005.</p> <p>Hughes, Sarah. <i>My Aunt Works in a Cheese Shop</i> (My Family at Work series). New York: Children's Press, 2000.</p> <p>- - -. <i>My Dad Works on a Farm</i>. (My Family at Work series). New York: Children's Press, 2000.</p> <p>- - -. <i>My Grandfather Works in a Bakery</i>. (My Family at Work series). New York: Children's Press, 2000.</p> <p>- - -. <i>My Mom is a Beekeeper</i>. (My Family at Work series). New York: Children's Press, 2000.</p> <p>- - -. <i>My Uncle Owns a Deli</i>. (My Family at Work series). New York: Children's Press, 2000.</p> <p>Hutchens, Pat. <i>The Doorbell Rang</i>. New York: Greenwillow Books, 1986.</p> <p>Numeroff, Laura. <i>If You Take A Mouse to School</i>. New York: Harper Collins, 2002.</p> <p>Sadler, Marilyn. <i>Money, Money, Honey Bunny!</i> New York: Random House Books for Young Readers, 2006. (rhyming words)</p> <p>Wells, Rosemary. <i>Bunny Money</i>. New York: Puffin, 2000.</p> <p>Wells, Rosemary. Bunny Money Reproducibles. 28 July 2015  http://www.rosemarywells.com/money.html</p>






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>services to others, jobs).</p> <p>1 – E1.0.6 Describe how money simplifies trade.</p> <p>Copyright © 2001-2015 State of Michigan</p>			<p><u>Teacher Resource</u> Channell, Geanie, et. al. <i>Focus: Grades K-2 Economics</i>. National Council on Economic Education, 2007.</p> <p><i>Econ and Me Video Series and Teachers' Guide</i>. National Council on Economic Education, 1995.</p> <p><i>Economics Posters</i>. 28 July 2015  http://kidseconposters.com</p> <p>Heyse, Kathy and Day Harlan. <i>Half-Pint Economics for Kids</i>. Indiana Council for Economic Education, 2004.</p> <p><u>Resources for Further Professional Knowledge</u> <i>First Grade Social Studies Websites</i>. August 12, 2015</p> <p><i>Michigan Council on Economic Education</i>. 28 July 2015  http://mceeonline.org</p> <p><i>National Council on Economic Education</i>. 28 July 2015  http://www.ncee.net</p> <p><i>National Council for the Social Studies</i>. 28 July 2015  http://www.ncss.org/</p> <p><i>Online Lessons for each National Standard</i>. 28 July 2015  http://www.ncee.net/ea/standards/</p> <p><i>Social Studies Lesson Plans and Resources</i>. 28 July 2015  http://www.csun.edu/~hcedu013/</p> <p><i>Strategies for Teaching Social Studies</i>. 28 July 2015  http://www.udel.edu/dssep/strategies.htm</p> <p><i>Teaching Social Studies</i>. 28 July 2015  http://www.proteacher.org/c/185_Teaching_Social_Studies.html</p> <p><i>Voluntary National Content Standards in Economics</i>. 28 July 2015  http://www.fte.org/teachers/standards/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
Unit 3: How Do We Learn About Places ? (Week 17, 8 Weeks)	How does where we live affect how we live?	MI: GLCE: Science 1st Grade Discipline 4: Earth Science E.ES.E.2 Weather- Weather changes from day to day and over the seasons. E.ES.01.22 Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, and wind. MI: GLCE: Social Studies 1st Grade Geography G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a	1. How do we locate places ? 2. How do we describe what places are like? 3. How do people adapt to and modify places ?	absolute location adapt address aerial perspective birds eye view bodies of water direction globe human/environment interaction human characteristics land masses location map modify personal directions physical characteristics place region relative location season weather	<u>Equipment/Manipulative</u> Art Paper and Drawing Materials Such as Markers and Crayons Chart Paper and Markers Overhead Projector or Document Camera and Projector <u>Student Resource</u> Baker, Jeannie. <i>Window</i> . New York: Greenwillow Books, 1991. Cuyler, Margery. <i>From Here to There</i> . New York: Henry Holt and Company, 1999. Derby, Sally. <i>My Steps</i> . New York: Lee & Low Book Inc., 1996. Hoban, Tanya. <i>All About Where</i> . New York: Greenwillow Books, 1991. McMillan, Bruce. <i>Mouse Views: What the Class Pet Saw</i> . New York: Holiday House, 1993. Sweeney, Joan. <i>Me on the Map</i> . New York: Scholastic Inc., 1996. <u>Teacher Resource</u> Google Earth. 28 July 2015  http://www.earth.google.com Maps and Aerial Views. 28 July 2015  http://www.mapquest.com What Do Maps Show? 28 July 2015  http://erg.usgs.gov/isb/pubs/teachers-packets/mapshow/ <u>Resources for Further Professional Knowledge</u>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>spatial perspective.</p> <p>K-4</p> <p>1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.</p> <p>1 – G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address).</p> <p>1 – G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.</p> <p>1 – G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.</p> <p>G2 Places and Regions</p> <p>Understand how regions are created from common physical and human characteristics.</p>			<p><i>National Council for the Social Studies.</i> 28 July 2015  http://www.ncss.org/</p> <p><i>Teaching Social Studies.</i> 28 July 2015  http://www.proteacher.org/c/185_Teaching_Social_Studies.html</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>1 – G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.</p> <p>1 – G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).</p> <p>G5 Environment and Society Understand the effects of human-environment interactions.</p> <p>1 – G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).</p> <p>Copyright © 2001-2015 State of Michigan</p>			
Unit 4: How	How can people and	MI: ELA & Literacy in History/Social Studies, Science, &	1. How do we learn	artifact calendar chronology	<u>Equipment/Manipulative</u> Art Paper and Drawing Materials Such as Markers and Crayons

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
Do We Learn About the Past? (Week 25, 8 Weeks)	places affect our families?	Technical Subjects K-5 MI: Grade 1 Reading: Literature Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. Reading: Informational Text 6. Assess how point of view or purpose shapes the content and style of a text. RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Speaking and Listening 2. Integrate and evaluate information presented in diverse media and formats, including visually,	about the past? 2. How is the past different from the present? 3. Why do we celebrate people and events from the past?	country family historical evidence history month national holiday school	Chart Paper and Markers Overhead Projector or Document Camera and Projector <u>Student Resource</u> Brent, Lynnette. <i>At School (Times Change series)</i> . Chicago, IL: Heinemann, 2003. Lillie, Patricia. <i>When This Box is Full</i> . New York: Scholastic, 1993. Kimmelman, Leslie. <i>Happy 4th of July, Jenny Sweeney</i> . New York: Albert Whitman & Company, 2003. Marzollo, Jean. <i>Happy Birthday, Martin Luther King, Jr.</i> New York: Scholastic Bookshelf, 2006. Mora, Pat. <i>Pablo's Tree</i> . Orlando, Florida: Harcourt Brace and Company, 1994. Nelson, Robin. <i>School Then and Now</i> (First Step Nonfiction) Minneapolis, MN: Lerner Publications, 2003. Rylant, Cynthia. <i>Birthday Presents</i> . New York: Orchard Books, 1987. Rylant, Cynthia. <i>When I Was Young in the Mountains</i> . New York: Puffin, 1982. <u>Teacher Resource</u> Brent, Lynnette. <i>At Home (Times Change series)</i> . Chicago, IL: Heinemann, 2003. <i>Historic Family Photographs</i> . 28 July 2015  http://www.pbase.com/danielwickwire/wickwire_photos_one <i>The Making of Modern Michigan: Digitizing Michigan's Hidden Past</i> . A Photo Collection. 28 July 2015  http://mmm.lib.msu.edu/ Nelson, Robin. <i>Home Then and Now</i> (First Step Nonfiction). Minneapolis, MN: Lerner Publications, 2003.




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>quantitatively, and orally.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>Language Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>			<p>Nelson, Robin. <i>Transportation Then and Now</i> (First Step Nonfiction) Minneapolis, MN: Lerner Publications, 2003.</p> <p>Rylant, Cynthia. <i>Best Wishes (Meet the Author)</i>. New York: R.C. Owen, 1992.</p> <p><u>Resources for Further Professional Knowledge</u></p> <p><i>National Council for the Social Studies</i>. 28 July 2015  http://www.ncss.org/</p> <p><i>National History Standards</i>. 28 July 2015  http://nchs.ucla.edu/standards/</p> <p><i>Social Studies Lesson Plans and Resources</i>. 28 July 2015  http://www.csun.edu/~hcedu013/</p> <p><i>Strategies for Teaching Social Studies</i>. 28 July 2015  http://www.udel.edu/dssep/strategies.htm</p> <p><i>Teaching Social Studies</i>. 28 July 2015  http://www.proteacher.org/c/185_Teaching_Social_Studies.html</p>











Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>MI: GLCE: Social Studies 1st Grade</p> <hr/> <p>History H2 Living and Working Together Use historical thinking to understand the past.</p> <p>1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p>1 – H2.0.2 Use a calendar to distinguish among days, weeks, and months.</p> <p>1 – H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.</p> <p>1 – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.</p> <p>1 – H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories,</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and videos) to draw possible conclusions about family or school life in the past.</p> <p>1 – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p> <p>1 – H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
Unit 5: What is a Citizen? (Week 33, 5 Weeks)	How do citizens shape a community?	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 1 Reading: Literature	<ol style="list-style-type: none"> Why do we need rules? How can we get along with 	authority citizen conflict consequences country enforcement equality fairness freedom majority rules	<u>Equipment/Manipulative/Other</u> 2 large poster boards or butcher paper for signs 3x5 index cards (enough for all students plus one extra) 5x8 piece of green construction paper, cut to resemble long grass 2 long strips of butcher paper – one red and one blue 11x17 paper


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>3. Analyze how and why individuals, events,</p>	<p>others ?</p> <p>3. How can citizens work together to solve problems?</p>	<p>patriotism</p> <p>power</p> <p>responsibility</p> <p>rights</p> <p>rules/laws</p> <p>symbols</p> <p>vote</p>	<p>Chalk or white board</p> <p>Chart Paper</p> <p>Construction paper (11"x18")</p> <p>Large black marker</p> <p>Markers or crayons</p> <p>Milk cartons (enough for all students plus one extra)</p> <p>Overhead projector or Document Camera/Projector</p> <p>Other art supplies as desired</p> <p>Tape or glue</p> <p>A toy car (Matchbox or Brio work well)</p> <p>A toy dog (Legos, Lincoln Log, or Brio work well)</p> <p>An adult volunteer to play the role of Sloppy Sally in Lesson 9</p> <p><u>Student Resource</u> Berger, Samatha. <i>Martha Doesn't Share</i>. New York: Little, Brown Books for Young Readers, 2010.</p> <p>Berry, Joy. <i>Let's Talk About Being Fair</i>. Pheonix, AZ: Gold Star Publishing, Inc., 1986 & 2000.</p> <p>Brimner, Larry Dane. <i>School Rules</i>. (Rookie Choices Series). New York: Scholastic, 2002.</p> <p>Center for Civic Education. <i>Fair Bears Learn About Justice</i> (Foundations of Democracy Series). California: Center for Civic Education, 1998.</p> <p>- - -. <i>Orb and Effy Learn About Authority</i> (Foundations of Democracy Series). California: Center for Civic Education, 1999.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and ideas develop and interact over the course of a text.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and</p>			<p>---. <i>The Zookeeper Learns About Responsibility</i> (Foundations of Democracy Series). California: Center for Civic Education, 1998.</p> <p>Danziger, Paula. <i>Second Grade Rules, Amber Brown</i>. N.Y: Penguin Group USA, 2004.</p> <p>Douglass, Lloyd. <i>The Statue of Liberty</i> (Welcome Books American Symbols Series). New York: Rosen Books, 2003.</p> <p>---. <i>The Bald Eagle</i> (Welcome Books American Symbols Series). New York: Rosen Books, 2003.</p> <p>---. <i>The White House</i> (Welcome Books, American Symbols Series). New York: Rosen Books, 2003.</p> <p>Flack, Marjorie. <i>The Story of Ping</i>. New York: Scholastic Book Services, 1968.</p> <p>Finn, Carrie. <i>Kids Talk About Fairness</i>. New York: Picture Window Books, 2006.</p> <p>Havill, Juanita and Anne Silbey O'Brien. <i>Jamaica Tag-Along</i>. Boston, MA: Sandpiper, 1990.</p> <p>Hutchins, Pat. <i>The Doorbell Rang Big Book</i>. New York: Greenwillow Books, 1994.</p> <p>Marzollo, Jean. <i>Happy Birthday, Martin Luther King</i>. New York: Scholastic, 1993.</p> <p>Marx, David F. <i>Martin Luther King Jr. Day</i>. New York: Children's Press, 2001.</p> <p>Mayer, Cassie. <i>Being Fair</i> (Citizenship Series). Chicago, IL; Heinemann Raintree, 2008.</p> <p>---. <i>Being Responsible</i> (Citizenship Series). Chicago, IL; Heinemann Raintree, 2008.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>formats, including visually and quantitatively, as well as in words.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.1.10. With prompting and</p>			<p>Meiners, Cheri J. <i>Know and Follow Rules</i>. Minneapolis, MN: Free Spirit Publishing, 2005.</p> <p>Naylor, Phyllis Reynolds. <i>King of the Playground</i>. New York: Aladdin Paperbacks, 1994.</p> <p>O'Neill, Alexis. <i>The Recess Queen</i>. New York: Scholastic, 2002.</p> <p>Pinkwater, Daniel Manus. <i>The Big Orange Splot</i>. New York: Scholastic, Inc., 1977.</p> <p>Rowe, Don. <i>The Sandbox: A book about Fairness</i>. Mankato, MN: Picture Window Books, 2001.</p> <p>Suen, Anastasia. <i>Cutting in Line Isn't Fair</i>. Edina, MN: Magic Wagon, 2008.</p> <p>Sommer, Carl. <i>It's Not Fair</i>. Houston, TX: Advance Publishing, 2003.</p> <p>Swope, Sam. <i>The Araboolies of Liberty Street</i>. New York: Farrar, Straus and Giroux, 2001.</p> <p><u>Teacher Resource</u></p> <p><i>About the White House</i>. The White House. 29 July 2015.  http://whitehouse.gov/about/white-house/101/</p> <p><i>Bald Eagle: Creature Features</i>. National Geographic. 29 July 2015.  http://kids.nationalgeographic.com/kids/animals/creaturefeature/baldeagle/</p> <p>The Big Orange Splot. YouTube. Littlegreenghoul. 17 March 2011. 29 July 2015.  http://www.youtube.com/watch?v=93m5ro3ACpY&feature=related (animated but sound is low)</p> <p>Bloom, Amy and Mark Raffler. <i>Supplemental Materials (Unit 5, Lessons 1-9)</i>. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2011.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Informational Text Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p>			<p><i>Inside The White House.</i> The White House. 29 July 2015  http://www.whitehouse.gov/about/inside-white-house</p> <p>Statue of Liberty - Light Show – 9.28.06. YouTube. 29 July 2015  http://www.youtube.com/v/NYvDReH7dLs</p> <p><i>Statue of Liberty.</i> National Park Services. 29 July 2015  http://www.nps.gov/stli/index.htm 29 July 2015</p> <p><i>Symbols of the U.S. Government: Statue of Liberty.</i> Ben's Guide to Government. 29 July 2015  http://bensguide.gpo.gov/3-5/symbols/ladyliberty.html</p> <p><i>Symbols of the U.S. Government: The Bald Eagle.</i> Ben's Guide to Government. 29 July 2015  http://bensguide.gpo.gov/3-5/symbols/eagle.html</p> <p><i>Symbols of the United States: Uncle Sam.</i> Ben's Guide to Government. 29 July 2015  http://bensguide.gpo.gov/3-5/symbols/unclesam.html</p> <p><i>The Executive Branch.</i> The White House. 29 July 2015  http://www.whitehouse.gov/our-government/executive-branch</p> <p><i>The Statue of Liberty.</i> The Statue of Liberty – Ellis Island Foundation. 29 July 2015  http://www.statueofliberty.org/Fun_Facts.html</p> <p><i>White House Interactive Tour.</i> The White House. 29 July 2015  http://www.whitehouse.gov/about/interactive-tour</p> <p><u>Resources for Further Professional Knowledge</u> <i>Better Together.</i> The Saguaro Seminar. Civic Engagement in America. Harvard Kennedy School. Harvard University. 29 July 2015  http://www.bettertogether.org/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>6. Assess how point of view or</p>			<p><i>Center for Civic Education</i>. 29 July 2015  http://www.civiced.org/index.php?page=lesson_plans</p> <p><i>CIRCLE. The Center for Information and Research on Civic Learning and Engagement</i>. Tufts University. 29 July 2015  http://www.civicyouth.org/</p> <p><i>Citizenship Education</i>. 29 July 2015  http://www.ecs.org/html/educationIssues/CitizenshipEducation/CitEdDB_intro.asp</p> <p>Ehrenhalt, Alan. <i>The Lost City: Discovering the Forgotten Virtues of Community in the Chicago of the 1950s</i>. NY: BasicBooks, 1995.</p> <p><i>National Alliance for Civic Education</i>. 29 July 2015  http://www.cived.net/</p> <p><i>National Center for Learning and Citizenship</i>. 29 July 2015  http://www.ecs.org/html/projectsPartners/nclc/nclc_main.htm</p> <p><i>National Council for the Social Studies</i>. 29 July 2015  http://www.ncss.org</p> <p>Putnam, Robert D. and David E. Campbell and Robert D. Putnam. <i>AMERICAN GRACE: How Religion Divides and Unites Us</i>. NY: Simon & Schuster, 2010.</p> <p>Putnam, Robert D. <i>Bowling Alone: The Collapse and Revival of American Community</i>. NY: Simon & Schuster, 2000.</p> <p>- - - and Lewis Feldstein. <i>Better Together: Restoring the American Community</i>. NY: Simon & Schuster, 2003.</p> <p><i>The Saguaro Seminar. Civic Engagement in America</i>. Harvard Kennedy School. Harvard University. 29 July 2015  http://www.hks.harvard.edu/saguaro/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>purpose shapes the content and style of a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>			<p><i>Strategies for Teaching Social Studies</i>. 29 July 2015  http://www.udel.edu/dssep/strategies.html</p> <p>Walzer, Michael. "Civility and Civic Virtue in Contemporary America." In <i>Radical Principles: Reflections of an Unreconstructed Democrat</i>. NY: Basic Books, 1980.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Reading: Foundational Skills Phonics and Word Recognition</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>			

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		<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>			

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		<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details</p>			

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		<p>to strengthen writing as needed.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and</p>			

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		<p>expressing their own clearly and persuasively.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including</p>			

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		<p>visually, quantitatively, and orally.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>Language</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2b. Use end punctuation for sentences.</p> <p>L.1.2d. Use conventional spelling for words with common spelling patterns and for</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>frequently occurring irregular words.</p> <p>L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p> <p>MI: GLCE: Social Studies</p> <p>1st Grade</p> <p>History</p> <p>H2 Living and Working Together</p> <p>Use historical thinking to understand the past.</p> <p>1 – H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).</p> <p>Geography</p> <p>G1 The World in Spatial Terms</p> <p>Use geographic representations to acquire, process,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and report information from a spatial perspective.</p> <p>K-4</p> <p>1 – G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address).</p> <p>Civics & Government</p> <p>C1 Purposes of Government</p> <p>Explain why people create governments.</p> <p>1 – C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).</p> <p>1 – C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).</p> <p>1 – C1.0.3 Give examples of the use of power without authority in school</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>(e.g., types of bullying, taking cuts in line).</p> <p>C2 Values and Principles of American Democracy Understand values and principles of American constitutional democracy.</p> <p>1 – C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).</p> <p>1 – C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).</p> <p>C5 Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>participating in government.</p> <p>1 – C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).</p> <p>1 – C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).</p> <p>Discourse, Decisions, Ctn Inv</p> <p>P3.1 Identifying and Analyzing Public Issues</p> <p>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and</p>			






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>evaluate possible alternative resolutions.</p> <p>1 – P3.1.1 Identify public issues in the school community.</p> <p>1 – P3.1.2 Use graphic data to analyze information about a public issue in the school community.</p> <p>1 – P3.1.3 Identify alternative resolutions to a public issue in the school community.</p> <p>P3.3 Persuasive Communication About a Public Issue</p> <p>Communicate a reasoned position on a public issue.</p> <p>1 – P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.</p> <p>P4.2 Citizen Involvement Act constructively to further the public good.</p> <p>1 – P4.2.1 Develop and implement an action plan to address</p>			




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>or inform others about a public issue.</p> <p>1 – P4.2.2 Participate in projects to help or inform others.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			

Social Studies 2
















Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
Unit 1: What is a Community? <i>(Week 1, 6 Weeks)</i>	What is a community and why do families live in communities?	MI: GLCE: Social Studies <u>1st Grade</u> Geography G2 Places and Regions Understand how regions are created from common physical and human characteristics. 1 – G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places. <u>2nd Grade</u> Geography G2 Places and Regions Understand how regions are created	1. What is a community? 2. Why do families live in communities? 3. How are communities alike and different?	basic needs community family government human characteristics of place location physical characteristics of place transportation	<u>Equipment/Manipulative</u> Overhead Projector or Document Camera and Projector Chart Paper and Markers <u>Student Resource</u> *Costa-Pau, Rosa. <i>The City</i> . Broomall, PA: Chelsea House Publishers, 1995. Geisert, Bonnie and Arthur. <i>Prairie Town</i> . New York: Houghton Mifflin, 2001. Hammersmith, Craig. <i>What is a Family?</i> New York: Spyglass Books, 2002. Hoberman, Mary Ann. <i>Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems</i> . New York: Scholastic, 1991. Lenski, Lois. <i>Sing a Song of People</i> . Boston, MA: Little, Brown and Company, 1987. Pancella, Peggy. <i>Suburb</i> . Chicago, Illinois: Heinemann, 2005. *Simon, Norma. <i>All Kinds of Families</i> . New York: Albert Whitman and Company, 1976. *Soentpiet, Chris K. <i>Around Town</i> . New York: HarperCollins, 1994. Takabayashi, Mari. <i>I Live in Brooklyn</i> . New York: Houghton Mifflin, 2004. *Treays, Rebecca. <i>My Town</i> . Tulsa, OK: Usborne Publishing, 1998. <u>Teacher Resource</u> * - -. <i>Prairie Town</i> . New York: Houghton Mifflin, 1998.

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>from common physical and human characteristics.</p> <p>2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</p> <p>G4 Human Systems Understand how human activities help shape the Earth's surface.</p> <p>2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>Civics & Government</p>			<p>* - - . <i>River Town</i>. New York: Houghton Mifflin, 1999.</p> <p><i>Detroit Photograph</i>. 30 July 2015  http://www.phototravelpages.com/us/detroit_images/detroit.jpg</p> <p>Egbo, Carol. <i>Supplemental Materials</i>. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009.</p> <p>Geisert, Bonnie and Arthur. <i>Mountain Town</i>. New York: Houghton Mifflin, 2000.</p> <p>Hoberman, Mary Ann. <i>Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems</i>. New York: Scholastic, 1991.</p> <p>*<i>How Communities Are Different</i>. 30 July 2015  http://www.lessonplanspage.com/SSCommunityDifferencesVenn3.htm</p> <p>*<i>Kids and Community</i>. 30 July 2015  http://www.planning.org/kidsandcommunity/</p> <p>*Miller, Jake. <i>Community Needs: Meeting Needs and Wants in Communities</i>. New York: The Rosen Publishing Group, 2005.</p> <p>*Norris, Jill. <i>My Community, A Complete Thematic Unit</i>. Monterey, CA: Evan-Moor Educational Publishers, 1996.</p> <p>*Pancella, Peggy. <i>City</i>. Chicago, Illinois: Heinemann, 2006</p> <p><i>Subdivision in Greenville</i>. 30 July 2015  http://www.greenvilledailyphoto.com/index.php/2008/06/09/an-areal-view-of-a-subdivision-in-greenville/</p> <p><u>Resources for Further Professional Knowledge</u> <i>National Council for the Social Studies</i>. 30 July 2015  http://www.ncss.org/</p>

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		<p>C1 Purposes of Government Explain why people create governments.</p> <p>2 – C1.0.1 Explain why people form governments.</p> <p>Economics E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>2 – E1.0.3 Describe how businesses in the local community meet economic wants of consumers.</p> <p>Copyright © 2001-2015</p>			<p><i>Social Studies Lesson Plans and Resources.</i> 30 July 2015  http://www.csun.edu/~hcedu013/</p> <p><i>Strategies for Teaching Social Studies.</i> 30 July 2015  http://www.udel.edu/dssep/strategies.htm</p> <p><i>Teaching Social Studies.</i> 30 July 2015  http://www.proteacher.org/c/185_Teaching_Social_Studies.html</p> <p>* The resources denoted with an asterisk are not used in the lessons for this unit. They are provided here to give meaningful options to teachers.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		State of Michigan			
Unit 2: Where is My Community & What is it Like.. <i>(Week 7, 6 Weeks)</i>	How does environment affect a community?	MI: GLCE: Science <u>2nd Grade</u> Discipline 4: Earth Science Solid Earth K-7 Standard E.SE: Develop an understanding of the properties of earth materials and how those properties make materials useful. Understand gradual and rapid changes in earth materials and features of the surface of Earth. Understand magnetic properties of	<ol style="list-style-type: none"> Where is our community located? What are the some physical and human characteristics of our community? How do people change the environment in the local community? 	community geography human characteristic of place human/environment interaction land use location map movement physical characteristic of place region transportation	<u>Equipment/Manipulatives</u> Overhead Projector or Document Camera and Projector Chart Paper and Markers <u>Student Resource</u> *Block, Marta Segal. <i>Mapping Your Community</i> (first guide to Maps). New York: Heinemann, 2008 Chesanow, Neil. <i>Where Do I Live?</i> New York: Barron's Educational Series, 1995. *Fox, Guy. <i>Washington D.C. Children's Map</i> . New York: Guy Fox Publishing, 2007. Geisert, Bonnie and Arthur. <i>Desert Town</i> . New York: Houghton Mifflin, 2001 - - -. <i>Mountain Town</i> . New York: Houghton Mifflin, 2000 - - -. <i>Prairie Town</i> . New York: Houghton Mifflin, 1998 - - -. <i>River Town</i> . New York: Houghton Mifflin, 1999 *Green, Jen. <i>Why Should I Protect Nature?</i> New York: Barron's Educational Series, 2005 (optional book) Madden, Don. <i>The Wartville Wizard</i> . New York: Aladdin Books, 1993 Morris, Ann. <i>On the Go</i> . New York: Harper Collins, 1994. Rabe. Tish. <i>There's a Map on My Lap: All About Maps</i> . New York: Random House Books for Young Readers, 2002.

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		<p>Earth. E.SE.E.2 Surface Changes- The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</p> <p>E.SE.02.21 Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, hills).</p> <p>E.FE.E.2 Water Movement- Water moves in</p>			<p>Ritchie, Scott. <i>Follow that Map! A First Book of Mapping Skills</i>. New York: Kids Can Press, 2009.</p> <p>Takabayashi, Mari. <i>I Live in Brooklyn</i>. New York: Houghton Mifflin, 2004.</p> <p><u>Teacher Resource</u> *Ashcroft, Minnie. <i>Marvelous Map Activities for Young Learners: Easy Reproducible Activities that Introduce Important Map and Geography Skills, and Help Kids Explore their Neighborhood, Community and Beyond</i>. New York: Scholastic, 2002.</p> <p>*Block, Marta Segal. <i>Mapping Your Community</i> (first guide to Maps). New York: Heinemann, 2008</p> <p><i>Class Set-Up Tool</i>. 30 July 2015  http://teacher.scholastic.com/tools/class_setup/</p> <p>Egbo, Carol. <i>Supplemental Materials (Unit 2)</i>. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009.</p> <p><i>How Communities Are Different</i>. 30 July 2015  http://www.lessonplanspage.com/SSCommunityDifferencesVenn3.htm</p> <p>*<i>Kids and Community</i>. 30 July 2015  http://www.planning.org/kidsandcommunity</p> <p><i>Landforms</i>. 30 July 2015  http://www.edu.pe.ca/southernkings/landforms.htm</p> <p><i>Map Adventures</i>. 30 July 2015  http://egsc.usgs.gov/isb/pubs/teachers-packets/mapadventures/illust1.html</p> <p><i>Map of Waterford, Michigan</i>. 30 July 2015  http://www.twp.waterford.mi.us/gis/maps/generic.pdf</p>








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>predictable patterns.</p> <p>E.FE.02.22 Describe the major bodies of water on the Earth's surface (lakes, ponds, oceans, rivers, streams).</p> <p>MI: GLCE: Social Studies 2nd Grade Geography G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>K-4 2 – G1.0.1 Construct maps of the</p>			<p>*Moore. Jo E. <i>Beginning Geography: Landforms & Bodies of Water</i> (Beginning Geography). New York: Evan-Moor, 1993</p> <p>*Norris, Jill. <i>My Community, A Complete Thematic Unit</i>. Monterey, CA: Evan-Moor Educational Publishers, 1996.</p> <p><i>Outline Map of the U.S.</i> 30 July 2015  http://www.lib.utexas.edu/maps/united_states/usa_blank.jpg</p> <p><i>State of Michigan Maps.</i> Michigan Department of Transportation website. 30 July 2015  http://www.michigan.gov/mdot/0,1607,7-151-9622_11033_11151---,00.html</p> <p>*Wade. Mary Dodson. <i>Map Scales</i> (Rookie Read-About Geography). New York: Children's Press, 2003.</p> <p><u>Resources for Further Professional Knowledge</u></p> <p><i>National Council for the Social Studies.</i> 30 July 2015  http://www.ncss.org/</p> <p><i>Social Studies Lesson Plans and Resources.</i> 30 July 2015.  http://www.csun.edu/~hcedu013/</p> <p><i>Strategies for Teaching Social Studies.</i> 30 July 2015  http://www.udel.edu/dssep/strategies.htm</p> <p><i>Teaching Social Studies.</i> 30 July 2015  http://www.proteacher.org/c/185_Teaching_Social_Studies.html</p> <p> Movie Clip</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>local community that contain symbols, labels, and legends denoting human and natural characteristics of place.</p> <p>2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.</p> <p>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</p> <p>2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).</p> <p>G4 Human Systems Understand how human activities help shape the Earth's surface.</p> <p>2 – G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where</p>			



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>products are made).</p> <p>2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>G5 Environment and Society Understand the effects of human-environment interactions.</p> <p>2 – G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.</p> <p>2 – G5.0.2 Describe positive and negative consequences of changing the physical environment</p>			






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of the local community.</p> <p>Copyright © 2001-2015 State of Michigan</p>			
Unit 3: How Do Citizens Live Together... (Week 13, 6 Weeks)	How do people live together in a community?	<p>MI: GLCE: Social Studies 2nd Grade</p> <p>Civics & Government</p> <p>C1 Purposes of Government Explain why people create governments.</p> <p>2 – C1.0.1 Explain why people form governments.</p> <p>2 – C1.0.2 Distinguish between government action and private action.</p> <p>C2 Values and Principles of</p>	<ol style="list-style-type: none"> 1. What is the purpose of government? 2. What does our local government do? 3. What are important roles and responsibilities of citizens in a community? 	<p>branches of government</p> <p>citizen</p> <p>city council</p> <p>civic responsibility</p> <p>common good</p> <p>community</p> <p>core democratic values</p> <p>court</p> <p>diversity</p> <p>government</p> <p>individual rights</p> <p>laws</p> <p>mayor</p> <p>patriotism</p>	<p><u>Equipment/Manipulative</u></p> <p>A large piece of chart paper with the Pledge of Allegiance written on it</p> <p>An American Flag</p> <p>Chart Paper and Markers</p> <p>Drawing Paper</p> <p>Overhead Projector or Document Camera and Projector</p> <p>Plain white paper – one piece per student</p> <p>Student journal or notebook</p> <p><u>Student Resource</u></p> <p>Blos. Joan. <i>Old Henry</i>. New York: HarperCollins, 1990</p> <p>*Kalman, Bobbie. <i>Community Helpers from A to Z</i>. New York: Crabtree Publishing, 1997.</p> <p>Dooley, Norah. <i>Everybody Brings Noodles</i>. New York: Carolrhoda Books, 2005.</p> <p>*Harris, Nancy, <i>What's a City Council?</i> New York: Heinemann, 2007.</p> <p>*- - -. <i>What's a Mayor?</i> New York: Heinemann, 2007.</p> <p>Pellegrino, Marjorie White. <i>My Grandma's the Mayor</i>. New York: Magination Press, 1999.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>American Democracy Understand values and principles of American constitutional democracy.</p> <p>2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.</p> <p>2 – C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.</p> <p>C3 Structure and Functions of Government Describe the structure of government in the United States and</p>			<p><u>Teacher Resource</u> *Martin Jr., Bill; Sampson, Michael and Raschka, Chris. / <i>Pledge Allegiance</i> (Big Book). New York: Candlewick Press, 2005</p> <p>*Norris, Jill. <i>My Community, A Complete Thematic Unit</i>. Monterey, CA: Evan-Moor Educational Publishers, 1996.</p> <p>Egbo, Carol. <i>Supplemental Materials (Unit 3)</i>. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009.</p> <p>*Great Government for Kids. 30 July 2015  http://www.cccoe.net/govern/index.html</p> <p><u>Resources for Further Professional Knowledge</u> <i>Center for Civic Education</i>. 30 July 2015.  http://www.civiced.org/</p> <p><i>Citizenship Education</i>. 30 July 2015  http://www.ecs.org/html/educationIssues/CitizenshipEducation/CitEdDB_intro.asp</p> <p><i>National Center for Learning and Citizenship</i>. 30 July 2015  http://www.ecs.org/html/projectsPartners/nclc/nclc_main.htm</p> <p><i>National Alliance for Civic Education</i>. 30 July 2015  http://www.cived.net/</p> <p><i>Strategies for Teaching Social Studies</i>. 30 July 2015.  http://www.udel.edu/dssep/strategies.htm</p> <p><i>Teaching Social Studies</i>. 30 July 2015  http://www.proteacher.org/c/185_Teaching_Social_Studies.html</p> <p>* Although not specifically used in the lessons for this unit, these resources are included to provide meaningful options for teachers.</p>









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>how it functions to serve citizens.</p> <p>2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.</p> <p>2 – C3.0.2 Use examples to describe how local government affects the lives of its citizens.</p> <p>2 – C3.0.3 Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>C5 Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p> <p>2 – C5.0.1 Identify ways citizens participate in community decisions.</p> <p>2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</p> <p>Copyright © 2001-2015 State of Michigan</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
Unit 4: How Do People Work Together in a Community? (Week 19, 6 Weeks)	How do people's choices impact a community?	MI: GLCE: Social Studies 1st Grade Economics E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy. 1 – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice). 2nd Grade Economics E1 Market Economy	1. How do scarcity, choice, and opportunity cost impact economic decision making? 2. How do people and businesses interact to meet economic wants?	businesses capital resources choice economic decision making economic wants human resources natural resources opportunity cost production scarcity specialization trade	<u>Equipment/Manipulative</u> Overhead Projector or Document Camera and Projector Chart Paper and Markers <u>Student Resource</u> Blood, Charles & Link, Martin. <i>The Goat in the Rug</i> . New York: Aladin Paperbacks 1990. Chinn, Karen. <i>Sam and the Lucky Money</i> . New York: Lee and Low, 1997. Hall, Donald. <i>The Ox Cart Man</i> . New York: Viking Junior Books, 1979. Marshall, Pam. <i>From Tree to Paper</i> (Start to Finish Series). Minneapolis, MN: Lerner Publications, 2003. (one copy for each two students) <u>Teacher Resource</u> Channell, Geanie, et. Al. <i>Focus: Grades K-2 Economics</i> . National Council on Economic Education, 2007. <i>Econ and Me Video Series and Teachers' Guide</i> . National Council on Economic Education. 1995. <i>Economics Posters</i> . 30 July 2015.  http://kidseconposters.com Heyse, Kathy and Harlan Day. <i>Half-Pint Economics for Kids</i> . Indiana Council for Economic Education, 2006.  https://mdc.itap.purdue.edu/item.asp?itemID=17147#.V9g8EJMrIYE Norris, Jill. <i>My Community, A Complete Thematic Unit</i> . Monterey, CA: Evan-Moor Educational Publishers, 1996. <u>Resources for Further Professional Knowledge</u>









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.</p> <p>2 – E1.0.2 Identify businesses in the local community.</p> <p>2 – E1.0.3 Describe how businesses in the local community meet economic wants of consumers.</p> <p>2 – E1.0.4 Describe the natural, human, and capital</p>			<p><i>Council on Economic Education.</i> 30 July 2015.  http://www.councilforeconed.org/</p> <p><i>Michigan Council on Economic Education.</i> 30 July 2015.  http://mceeonline.org</p> <p><i>Online Lessons for each National Standard.</i> 30 July 2015  http://www.councilforeconed.org/ea/standards/</p> <p><i>Social Studies Lesson Plans and Resources.</i> 30 July 2015.  http://www.csun.edu/~hcedu013/</p> <p><i>Strategies for Teaching Social Studies.</i> 30 July 2015.  http://www.udel.edu/dssep/strategies.htm</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>resources needed for production of a good or service in a community.</p> <p>2 – E1.0.5 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.</p> <p>Copyright © 2001-2015 State of Michigan</p>			
Unit 5: How Do Communities Change? (Week 25, 7 Weeks)	How do communities change over time?	MI: GLCE: Social Studies <u>1st Grade</u> History H2 Living and Working Together Use historical	<ol style="list-style-type: none"> How do historians study the past? How can an individual impact history? How do communities 	artifact change chronology decades historian historical evidence historical narrative historical perspective	<u>Equipment/Manipulative</u> Overhead Projector or Document Camera and Projector Chart Paper and Markers <u>Student Resource</u> Brenner, Martha. <i>Abe Lincoln's Hat</i> . New York: Random House for Youth Readers, 1994. Cherry Lynne. <i>A River Ran Wild</i> . New York: Harcourt Brace, 1992.

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>thinking to understand the past.</p> <p>1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p>1 – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p> <p><u>2nd Grade</u> History H2 Living and Working Together Use historical thinking to understand the past.</p> <p>2 – H2.0.1 Demonstrate chronological</p>	<p>es change over time?</p>	<p>history past people timeline</p>	<p>Hall, Donald. <i>The Ox Cart Man</i>. New York: Viking Junior Books, 1979.</p> <p>Pryor, Bonnie. <i>The House on Maple Street</i>. New York: Harper Trophy, 1992.</p> <p><u>Teacher Resource</u> Igus, Toyomi. <i>When I was Little</i>. East Orange, NJ: Just Us Books, Inc., 1992.</p> <p>Norris, Jill. <i>My Community, A Complete Thematic Unit</i>. Monterey, CA: Evan-Moor Educational Publishers, 1996.</p> <p><u>Resources for Further Professional Knowledge</u> <i>American Local History Network</i>. 30 July 2015  http://www.alhn.org/</p> <p><i>American Memory Collection</i> from the Library of Congress. 30 July 2015  http://lcweb2.loc.gov/ammem/</p> <p><i>Henry Ford Museum/Greenfield Village</i>. 30 July 2015  http://www.hfmgv.org/</p> <p><i>History Cooperative</i>. 30 July 2015  http://www.historycooperative.org/</p> <p><i>The History Place</i>. 30 July 2015  http://www.historyplace.com/</p> <p><i>The Making of Modern Michigan: Digitizing Michigan's Hidden Past</i>. 30 July 2015  http://mmm.lib.msu.edu/</p> <p><i>National Council for History Education</i>. 30 July 2015  http://www.nche.net/</p> <p><i>Social Studies Lesson Plans and Resources</i>. 30 July 2015  http://www.csun.edu/~hcedu013/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>thinking by distinguishing among years and decades using a timeline of local community events.</p> <p>2 – H2.0.2 Explain why descriptions of the same event in the local community can be different.</p> <p>2 – H2.0.3 Use an example to describe the role of the individual in creating history.</p> <p>2 – H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs,</p>			<p><i>Strategies for Teaching Social Studies</i>. 30 July 2015  http://www.udel.edu/dssep/strategies.htm</p> <p><i>Teaching Social Studies</i>. 30 July 2015  http://www.proteacher.org/c/185_Teaching_Social_Studies.html</p> <p><i>Using Primary Sources in the Classroom</i>. 30 July 2015  http://lcweb2.loc.gov/learn/lessons/primary.html</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>transportation , population).</p> <p>2 – H2.0.5 Identify a problem in a community's past and describe how it was resolved.</p> <p>2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).</p> <p>Copyright © 2001-2015 State of Michigan</p>			
Unit 6: How Can a Citizen Affect a	How can a citizen affect a community ?	MI: GLCE: Social Studies <u>2nd Grade</u>	<ol style="list-style-type: none"> 1. What is a good citizen? 2. How do people work 	<p>citizen</p> <p>citizen involvement</p> <p>civic responsibility</p>	<p><u>Equipment/Manipulative</u> Overhead Projector or Document Camera and Projector</p> <p>Chart Paper and Markers</p> <p><u>Student Resource</u></p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
Community? (Week 32, 6 Weeks)		<p>Civics & Government</p> <p>C5 Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p> <p>2 – C5.0.1 Identify ways citizens participate in community decisions.</p> <p>2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</p>	together to solve community issues?	decision-making public issues	<p>Kroll, Virginia. <i>Good Citizen Sarah</i>. Morton Grove, Illinois: Albert Whitman & Company, 2007.</p> <p>Lord, John Vernon. <i>The Giant Jam Sandwich</i>. New York: Houghton Mifflin, 1972.</p> <p><u>Teacher Resource</u></p> <p><i>Picture Books About Citizenship</i>. 30 July 2015  http://www.lawanddemocracy.org/book.cit.pix.html</p> <p><u>Resources for Further Professional Knowledge</u></p> <p><i>Citizenship Education</i>. 30 July 2015  http://www.ecs.org/html/educationIssues/CitizenshipEducation/CitEdDB_intro.asp</p> <p><i>National Center for Learning and Citizenship</i>. 30 July 2015  http://www.ecs.org/html/projectsPartners/nclc/nclc_main.htm</p> <p><i>National Alliance for Civic Education</i>. 30 July 2015  http://www.cived.net/</p> <p><i>Social Studies Lesson Plans and Resources</i>. 30 July 2015  http://www.csun.edu/~hcedu013/</p> <p><i>Strategies for Teaching Social Studies</i>. 30 July 2015  http://www.udel.edu/dssep/strategies.htm</p> <p><i>Teaching Social Studies</i>. 30 July 2015  http://www.proteacher.org/c/185_Teaching_Social_Studies.html</p> <p><i>Using Primary Sources in the Classroom</i>. 30 July 2015  http://lcweb2.loc.gov/learn/lessons/primary.html</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>2 – C5.0.3 Design and participate in community improvement projects that help or inform others. (See P4.2.2)</p> <p>Discourse, Decisions, Ctzn Inv</p> <p>P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives , and generate and evaluate possible alternative resolutions.</p> <p>2 – P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.</p>			






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>2 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.</p> <p>2 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.</p> <p>P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</p> <p>2 – P3.3.1 Compose a</p>			









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.</p> <p>P4.2 Citizen Involvement Act constructively to further the public good.</p> <p>2 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.</p> <p>2 – P4.2.2 Participate in projects to help or inform others.</p> <p>Copyright © 2001-2015 State of Michigan</p>			









Social Studies 3 (M)























Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
Unit 1: The Geography of Michigan (Week 1, 5 Weeks)	How does the geography of Michigan affect the way people live?	MI: GLCE: Social Studies 2nd Grade Geography G2 Places and Regions Understand how regions are created from common physical and human characteristics. 2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state). 3rd Grade Geography	1. How can the five themes of geography be used to describe Michigan? 2. How have people used, adapted to and modified the environment of Michigan?	geography Great Lakes human/environment interaction location Michigan movement natural resources place region state	<u>Equipment/Manipulative</u> Overhead Projector or Document Camera and Projector <u>Student Resource</u> *Appleford, Annie. <i>M is for Mitten</i> . Chelsea, MI: Sleeping Bear Press, 1999. Bergel, Colin and Koenig, Mark. <i>Mail by the Pail</i> . Detroit, MI: Wayne State University Press, 2001. *Blank Midwest Region map. 30 July 2015 http://www.teachervision.fen.com/tv/printables/scottforesman/SSMAP024.pdf Blank Outline Map of Michigan. 30 July 2015 http://geography.about.com/library/blank/blxusmi.htm *Bower, Gary. <i>I'm a Michigan Kid</i> . May 2005. Storybook Meadow Publishers, 2005. Cherry, Lynne. <i>A River Ran Wild</i> . San Diego: Harcourt Brace, Jovanovich, 1992. Dunes Photo Tour. 30 July 2015 http://www.leelanau.com/dunes/tour/ *Geisel, Theodor Seuss. <i>The Lorax</i> . New York: Random House, 1971. Geisert, Bonnie and Arthur. <i>Desert Town</i> . New York: Houghton Mifflin, 2001. ---. <i>Mountain Town</i> . New York: Houghton Mifflin, 2000. ---. <i>Prairie Town</i> . New York: Houghton Mifflin, 1998. ---. <i>River Town</i> . New York: Houghton Mifflin, 1999.






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>K-4</p> <p>3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.</p> <p>3 – G1.0.2 Use thematic maps to identify and describe the</p>			<p>*Gibbons, Gail. <i>The Great St. Lawrence Seaway</i>. New York: Harper Collins, 1992.</p> <p>*<i>How the Great Lakes Formed</i>. Great Lakes Kids Website. 30 July 2015.  http://www.on.ec.gc.ca/greatlakeskids/great-lakes-movie-1-e.html</p> <p>Kellogg, Steven. <i>Paul Bunyan</i>. New York: HarperCollins, 1985.</p> <p>Lewis, Anne Margaret. <i>Hidden Michigan</i>. Traverse City, MI: Mackinac Island Press, 2006.</p> <p>---, Anne Margaret. <i>Lighthouse Fireflies</i>. Traverse City, Michigan: Mackinac Island Press, 2005.</p> <p>---, Ann Margaret. <i>Sleeping Bear, the Legend</i>. Traverse City, MI: Mackinac Island Press, 2007.</p> <p>*MacGill-Callahan, Sheila. <i>And Still the Turtle Watched</i>. New York: Dial Books, 1991.</p> <p><i>Map of Michigan Lighthouses</i>. 30 July 2015  http://www.michigan.gov/documents/hal_mhc_shpo_lightmap_50933_7.pdf</p> <p>McConnell, David. <i>Meet Michigan</i>. Hillsdale, MI: Hillsdale Educational Publishers, 2009.</p> <p>McLerran, Alice. <i>Roxaboxen</i>. New York: Lothrop, Lee and Shepard, 1991.</p> <p><i>Michigan Maps</i>. Michigan Advantage.org. 30 July 2015  http://www.michiganadvantage.org/Reference/Maps/Default.aspx</p> <p>*<i>Michigan Webcams</i>. 30 July 2015  http://www.leonardsworlds.com/states/michigan.htm</p> <ul style="list-style-type: none"> Sault Ste. Marie: 30 July 2015  http://www.saultwebcam.com/










Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>physical and human characteristics of Michigan.</p> <p>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</p> <p>3 – G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.</p> <p>3 – G2.0.2 Describe different regions to which Michigan belongs (e.g.,</p>			<ul style="list-style-type: none"> • Detroit: 30 July 2015  http://www.earthcam.com/usa/michigan/detroit/dsc/ • Mackinac Bridge: 30 July 2015  http://www.mackinacbridge.org/ • Copper Harbor: 30 July 2015  http://www.aviewfromthefield.com/livecam.html <p><i>Michigan's State Symbols.</i> 30 July 2015  http://www.michigan.gov/documents/mhc_mhm_statesymbols2002_47909_7.pdf</p> <p>Munsch, Robert. <i>Lighthouse, A Story of Remembrance.</i> New York: Cartwheel Books, 2003.</p> <p><i>Photographs of the J.W. Westcott.</i> 30 July 2015  http://www.boatnerd.com/pictures/special/westcott/mailpailsouthdown.htm</p> <p><i>Photographs of Tahquamenon Falls.</i> 30 July 2015  http://www.exploringthenorth.com/tahqua/tahqua.html</p> <p>*Rodgers, Denise. <i>Great Lakes Rhythm & Rhyme.</i> Spring Lake, MI: River Road Publications, 2003.</p> <p><i>Seeing the Light: Michigan Lighthouses.</i> 30 July 2015  http://www.terrypepper.com/lights/state_michigan.htm</p> <p>Silverstein, Shel. <i>The Giving Tree.</i> New York: Harper and Row, 1964.</p> <p><i>Sleeping Bear Dunes Kids Site.</i> 30 July 2015  http://www.nps.gov/slbe/forkids/index.htm</p> <p>*Van Allsburg, Chris. <i>Just a Dream.</i> New York: Houghton Mifflin, 1990.</p> <p>Wargin, Kathy-Jo. <i>Legend of Sleeping Bear.</i> Chelsea, Michigan: Sleeping Bear Press, 1998.</p>












Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Great Lakes Region, Midwest).</p> <p>G4 Human Systems Understand how human activities help shape the Earth's surface.</p> <p>3 – 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. (E)</p> <p>G5 Environment and Society Understand the effects of</p>			<p>* - -. <i>The Edmund Fitzgerald: The Song of the Bell</i>. Chelsea, MI: Sleeping Bear Press, 2003.</p> <p>Whelan, Gloria. <i>Mackinac Bridge: The Story of the Five Mile Poem</i>. Chelsea, Michigan: Sleeping Bear Press, 2006.</p> <p><u>Teacher Resource</u></p> <p>50 States Map. 30 July 2015  http://www.united-states-map.com/usa7244.htm</p> <p>*Department of Environmental Quality. 30 July 2015  http://www.michigan.gov/deq</p> <p>*Department of Natural Resources. 30 July 2015  http://www.michigan.gov/dnr</p> <p>Egbo, Carol. <i>Supplemental Materials</i>). Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009.</p> <p><i>Fishing on the Great Lakes</i>. 30 July 2015.  http://www.michigansportfishing.com/denis%20brigham%206-7-03.jpg</p> <p>*<i>Forests in Michigan</i>. Michigan Department of Natural Resources. <i>Great Lakes, Great Parks, Great History: Do L.A.P.S. for Michigan</i>. Lansing, MI: Michigan Department of Natural Resources, 1999.</p> <p><i>Great Lakes and Seaway Shipping</i>. 30 July 2015  http://www.boatnerd.com/</p> <p>*<i>Great Lakes Facts and Figures</i>. GLIN website. 30 July 2015  http://www.great-lakes.net/lakes/ref/lakefact.html</p> <p><i>High Speed Rail Map</i>. 30 July 2015.  http://www.businessinsider.com/obamas-sweeping-high-speed-rail-plans-2009-4</p> <p>*<i>Image Gallery</i>. 30 July 2015  http://travel.michigan.org/imagelibrary/</p>




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>human-environment interactions</p> <p>3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.</p> <p>3 – G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan. (H)</p> <p>Copyright © 2001-2015 State of Michigan</p>			<p><i>Limestone Quarry at Rogers City.</i> 30 July 2015  http://www.boatnerd.com/news/newpictures03b/RogersCity_FRWhite.jpg</p> <p><i>Major Highways Map.</i> Michigan Economic Development Website. 30 July 2015.  http://ref.michiganadvantage.org/cm/attach/ab7251e3-c65b-4867-8584-90278c437381/majorhighways.pdf</p> <p><i>*Michigan Adventure! Discover Our State Symbols.</i> 23 Jan. 2008  http://www.michigan.gov/hal/0,1607,7-160-15481-67748--,00.html</p> <p><i>Michigan Beach.</i> 30 July 2015  http://www.michigan.org/Things-to-Do/Outdoors/Beaches/Default.aspx</p> <p><i>Michigan Counties Map.</i> 30 July 2015.  http://quickfacts.census.gov/qfd/maps/michigan_map.html</p> <p><i>*Michigan Environmental Briefing Book, 2005-2006.</i> Michigan Environmental Council. 30 July 2015  http://www.mecprotects.org/05briefingbook.pdf</p> <p><i>*Michigan Environmental Council.</i> 30 July 2015  http://www.environmentalcouncil.org</p> <p><i>Michigan Farm.</i> 30 July 2015  http://www.panoramio.com/photo/18396511</p> <p><i>Michigan Forests Maps.</i> 30 July 2015  http://mff.dsisd.net/Recreation/Ownership.htm</p> <p><i>Michigan Maps.</i> Michigan Advantage.org. 30 July 2015.  http://www.michiganadvantage.org/Reference/Maps/Default.aspx</p> <p><i>Michigan's Natural Resources and Environment: A Citizens Guide.</i> 30 July 2015 </p>

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					<p>http://www.legislature.mi.gov/documents/Publications/NaturalResources.pdf</p> <p>*Michigan's Official Economic Development and Travel Site. 30 July 2015  http://travel.michigan.org/index.asp?m=0</p> <p><i>Michigan Oil Well</i>. 30 July 2015  http://farm4.static.flickr.com/3358/3285607470_131a271c69.jpg</p> <p>*<i>My-Michigan: People and Places that Matter</i>. Michigan Environmental Council. 30 July 2015  http://www.mecprotects.org/land_mymich.html</p> <p>Outline Map of the United States. 30 July 2015  http://www.nationalatlas.gov/printable/images/pdf/outline/states.pdf</p> <p>*<i>Rich in Resources</i>. Michigan Department of Natural Resources. <i>Great Lakes, Great Parks, Great History: Do L.A.P.S. for Michigan</i>. Lansing, MI: Michigan Department of Natural Resources, 1999. Contact 1-888-510-3326.</p> <p><i>Salt Mine in Detroit</i>. 30 July 2015  http://www.detroitsalt.com/images/home-image.jpg</p> <p>*T.E.A.C.H. Great Lakes Education and Curriculum Homesite. 30 July 2015  http://www.great-lakes.net/teach/</p> <p>Teacher's Lighthouse Resource for Grades K-4. 30 July 2015  http://www.uscg.mil/history/articles/LighthouseCurriculum.pdf</p> <p>Zebra Mussel Photos from the National Atlas. 30 July 2015  http://nationalatlas.gov/articles/biology/a_zm.html</p> <p>Resources for Further Professional Knowledge</p> <p>*State of Michigan Official Website. 30 July 2015  http://www.michigan.gov/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
					* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.
Unit 2: The Economy of Michigan (Week 7, 6 Weeks)	How have the geography and economy of Michigan shaped our past?	MI: GLCE: Social Studies 3rd Grade Geography G4 Human Systems Understand how human activities help shape the Earth's surface. 3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood	<ol style="list-style-type: none"> 1. What do people consider in deciding what to produce and consume in Michigan? 2. How do scarcity and choice affect what is produced and consumed in Michigan? 3. How is Michigan part of the national and global 	capital resources choice economic activities economic development economics entrepreneurs hip human resources incentives interdependence location Michigan natural resources productive resources role of government scarcity specialization trade	<u>Equipment/Manipulative</u> Overhead Projector or Document Camera and Projector <u>Student Resource</u> Carle, Eric. <i>Pancakes, Pancakes!</i> New York, NY: Scholastic, Inc. 1990. El Nabli, Dina. <i>Henry Ford</i> . Time for Kids Biographies. NY: Harper Collins, 2008. McConnell, David. <i>Meet Michigan</i> . Hillsdale, MI: Hillsdale Educational Publishers, 2009. <u>Teacher Resource</u> * <i>Children in the Marketplace-Lesson Plans in Economics for Grades 3 and 4</i> . EconomicsAmerica Program, National Council on Economic Education, 1992. pp. 33-44. * <i>Econedlink Online Lessons and Publications</i> . National Council on Economics Education Website. 31 August 2015  http://www.nationalcouncil.org * <i>Economic Education Web</i> . 31 August 2015  http://ecedweb.unomaha.edu/K-12/home.cfm * <i>Economics Lessons</i> . 31 August 2015  http://www.econedlink.org * <i>Economics Posters</i> . 31 August 2015  http://www.kidseconposters.com * <i>Economics Websites</i> . 31 August 2015  http://www.emints.org


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>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. (E)</p> <p>Civics & Government</p> <p>C3</p> <p>Structure and Functions of Government</p> <p>Describe the structure of government in the United States and</p>	economies?		<p>Egbo, Carol. <i>Supplemental Materials (Unit 2, Lesson 1)</i>. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009.</p> <p><i>Export Directory</i>. Michigan Department of Agriculture. International Markets. 13 September 2009.  http://www.mdainternational.com/</p> <p>*Flowers, Barbara, Bonnie Meszaros, and Mary C. Suiter. <i>Economics and Children's Literature</i>. Ballwin, MO: SPEC Publishers, Inc, 1993. (Also see 1994 supplement). This is a resource manual containing 45 lesson plans on children's fiction and nonfiction books in grades 1-3 and 4-6. Each lesson teaches language arts concepts.</p> <p><i>Harvest Wind Farm Map and Photo</i>. 31 August 2015  http://www.wpsci.com/HarvestWindFarm.aspx</p> <p><i>Henry Ford and a Model-T</i>. (picture) 31 August 2015  http://heckeranddecker.wordpress.com/2009/04/20/speed-of-light/</p> <p><i>Henry Ford</i>. Entrepreneur's Hall of Fame. 31 August 2015  http://www.ltbn.com/hall_of_fame/Ford.html</p> <p><i>Kellogg Company</i>. 31 August 2015  http://www.kelloggcompany.com/</p> <p><i>The Life of Henry Ford</i>. 31 August 2015  http://www.hfmvgv.org/EXHIBITS/HF/</p> <p><i>The Log Man, LLC</i>. 31 August 2015  http://thelogman.com/beds.html</p> <p>*<i>The Michigan Economy. 1989-2002</i>. 22 September 2009  http://www.michigan.org/cm/attach/125D281A-61E1-4E2B-98D2-0E7A228CA45D/EconRep.pdf</p> <p><i>Michigan Export Data</i>. Department of Agriculture Website. 31 August 2015  http://www.ers.usda.gov/StateFacts/MI.htm#FC</p>






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>how it functions to serve citizens.</p> <p>3 – C3.0.2 Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).</p> <p>Economics</p> <p>E1 Market Economy</p> <p>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>3 – E1.0.1 Explain how scarcity,</p>			<p><i>*Michigan: The Upper Hand.</i> Michigan Economic Development Corp., 2007. 22 September 2009  http://ref.themedc.org/cm/attach/9E39AEC2-0093-4592-A4A6-2D4780701C1D/MEDC_GenBro_single-pg.pdf</p> <p><i>*The Motor City Exhibit.</i> Detroit Historical Museum. 31 August 2015  http://www.detroithistorical.org/main/dhm/current_exhibits_details.aspx?ID=19</p> <p><i>Outline Map of the U.S.</i> 31 August 2015  http://www.lib.utexas.edu/maps/united_states/usa_blank.jpg</p> <p><i>Shelti, Inc.</i> 31 August 2015  http://www.shelti.com/</p> <p><i>Sleeping Bear Farms.</i> 31 August 2015  http://www.sleepingbearfarms.com/</p> <p><i>Vlasic Pickles.</i> 31 August 2015  http://www.vlasic.com/</p> <p><i>Wind Energy Brochure.</i> 31 August 2015  http://ref.michiganadvantage.org/cm/attach/D0FE2DBC-197A-43C9-8A6B-17B5D68CD9F4/Wind_Energy.pdf</p> <p><i>Wind Farm Slide Show.</i> Great Lakes Aerial Photos website. 31 August 2015  http://www.aerialpics.com/B/windgenerators.html</p> <p>Further Professional Knowledge</p> <p><i>Michigan Council on Economic Education.</i> 31 August 2015  http://mceeonline.org</p> <p><i>National Council on Economic Education.</i> 31 August 2015  http://ncee.net</p> <p><i>Online Lessons for each National Standard.</i> 31 August 2015  http://www.ncee.net/ea/standards/</p>





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>opportunity costs, and choices affect what is produced and consumed in Michigan.</p> <p>3 – E1.0.2 Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.</p> <p>3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)</p> <p>3 – E1.0.5 Explain the role of business development in Michigan's economic future.</p>			<p><i>Teaching Economics as If People Mattered</i>. 31 August 2015  http://www.teachingeconomics.org/</p> <p><i>Voluntary National Content Standards in Economics</i>. 31 August 2015  http://www.fte.org/teachers/standards/</p> <p>* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.</p> <p> Produce Grown in Michigan Commodity List</p>










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		<p>E2 National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.</p> <p>3 – E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).</p>			










Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>E3 International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.)</p> <p>3 – E3.0.1 Identify products produced in other countries and consumed by people in Michigan.</p> <p>Copyright © 2001-2015 State of Michigan</p>			

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Unit 3: The Early History of Michigan <i>(Week 13, 6 Weeks)</i>	How have economics and the early history of Michigan influenced how Michigan grew?	MI: GLCE: Social Studies 3rd Grade History H3 History of Michigan (Through Statehood) Use historical thinking to understand the past. 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?) 3 – H3.0.2 Explain how historians use primary and	1. How do historians learn about the past? 2. How did people and events influence the early history of Michigan?	cause and effect chronology culture exploration human/environment interaction Michigan primary sources secondary sources settlement statehood	<u>Equipment/Manipulative</u> Chart paper Globe Highlighters Magnifying glasses Overhead Projector or Document Camera and Projector <u>Student journal or notebooks</u> 12" X 18" white drawing paper (one per student) or 12" X 18" brown construction paper (one per student) <u>Student Resource</u> *Adare, Sierra. <i>Ojibwe</i> . New York: Gareth Stevens Publishing, 2002. Cherry, Lynne. <i>A River Ran Wild</i> . San Diego: Harcourt Brace, Jovanovich, 1992. *Deur, Lynne. <i>Nishnawbe: A Story of Indians in Michigan</i> . Spring Lake, Michigan: River Road Publications, 1981. Gibson, Karen Bush. <i>The Potawatomi</i> . New York: Bridgestone Books, 2003. *Great Lakes Clothing Sketches. 1 September 2015  http://www.nativetech.org/clothing/regions/region7.html Howard, Ellen. <i>The Log Cabin Quilt</i> . New York: Holiday House, 1996. Kalman, Bobbie. <i>Life in an Anishinabe Camp</i> . New York: Crabtree Publishing, 2004. King, Sandra. <i>Shannon, An Ojibway Dancer</i> . We are Still Here: Native Americans today series. Minneapolis: Lerner Publications, 1993. Lunge-Larsen, Lise and Preus, Margi. <i>The Legend of the Lady Slipper</i> . Boston, MA: Houghton Mifflin, 1999.





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>secondary sources to answer questions about the past.</p> <p>3 – H3.0.3 Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).</p> <p>3 – H3.0.4 Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizatio</p>			<p><i>*Madeline La Framboise: Fur Trader.</i> Michigan Department of Natural Resources. <i>Great Lakes, Great Parks, Great History: Do L.A.P.S. for Michigan.</i> Lansing, MI: Michigan Department of Natural Resources, 1999.</p> <p><i>*McCall, Barbara, et al. The Ottawa.</i> New York: Rourke Publishing, 1992.</p> <p>McConnell, David. <i>Meet Michigan.</i> Hillsdale, MI: Hillsdale Educational Publishers, 2009.</p> <p><i>*Nothing Was Wasted.</i> Michigan Department of Natural Resources. <i>Great Lakes, Great Parks, Great History: Do L.A.P.S. for Michigan.</i> Lansing, MI: Michigan Department of Natural Resources, 1999.</p> <p><i>*Panagopulos, Janie Lynn. A Place Called Home.</i> Chelsea, MI: Sleeping Bear Press, 2001.</p> <p><i>*"Pioneer Life." The Mitten.</i> 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2013/05/mitten_pioneer-life.pdf</p> <p><i>*"Pioneers Settling a State". Michigan History for Kids.</i> 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2013/08/MHK-Getting-to-Michigan.pdf</p> <p><i>*"Sieur de la Salle." The Mitten.</i> 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2012/07/mitten_french-explorers.pdf</p> <p><i>*"Statehood for Michigan." Michigan History for Kids.</i> 13 September 2016.  http://www.seekingmichigan.org/wp-content/uploads/2013/08/MHK-Steps-to-Statehood.pdf</p> <p><i>*"The Great Lakes Fur Trade." The Mitten.</i> 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2013/08/Fur-Trade-Mitten.pdf</p>










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		<p>ns about their beliefs.</p> <p>3 – H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.</p> <p>3 – 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.</p> <p>3 – H3.0.7 Use a variety of primary and secondary sources to construct a historical</p>			<p>*“The Great Mystery.” <i>Great Lakes, Great Parks, Great History: Do L.A.P.S. for Michigan</i>. Lansing, MI: Michigan Department of Natural Resources, 1999.</p> <p>*“The Huron Indians.” <i>The Mitten</i>. 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2013/05/mitten_huron.pdf</p> <p>*“The Three Fires.” <i>The Mitten</i>. 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2012/07/mitten_three-fires.pdf</p> <p>*“The Toledo War.” <i>The Mitten</i>. 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2013/05/mitten_toledo-war.pdf</p> <p>Van Laan, Nancy. <i>Shingebiss: An Ojibwe Legend</i>. New York: Houghton Mifflin, 1997.</p> <p>*“Voyageurs of the Great Lakes.” <i>Great Lakes, Great Parks, Great History: Do L.A.P.S. for Michigan</i>. Lansing, MI: Michigan Department of Natural Resources, 1999.</p> <p>Waboose, Jan Bourdeau. <i>Morning on the Lake</i>. Tonawanda, NY: Kids Can Press, 1998.</p> <p>- - -. <i>Skysisters</i>. Tonawanda, NY: Kids Can Press, 2002.</p> <p>Wargin, Kathy-Jo. <i>The Voyageur’s Paddle</i>. Chelsea, MI: The Sleeping Bear Press, 2007.</p> <p>*Whelan, Gloria. <i>Night of the Full Moon</i>. New York: Alfred A. Knopf, 1993.</p> <p><u>Teacher Resource</u> <i>1802 Map of Michigan</i>. Bay-Journal Website. 01 September 2015  http://bay-journal.com/maps/maps.html</p>











Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>narrative about daily life in the early settlements of Michigan (pre-statehood).</p> <p>3 – H3.0.9 Describe how Michigan attained statehood.</p> <p>3 – H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).</p> <p>Geography</p> <p>G4 Human Systems Understand how human activities help shape the Earth's surface.</p>			<p>Deur, Lynne. <i>Settling in Michigan</i>. Spring Lake, MI: River Road Publications, 1992.</p> <p>Egbo, Carol. <i>Supplemental Materials</i>. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009.</p> <p><i>Erie Canal Map</i>. 01 September 2015  http://www.eriecanal.org</p> <p>"Father Jacques Marquette." <i>The Mitten</i>. 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2012/07/mitten_father-marquette.pdf</p> <p>"French Michigan". <i>Michigan History For Kids</i>. 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2013/08/MHK-Voyaguers.pdf</p> <p><i>How Beaver Got His Tail</i>. 01 September 2015.  http://www.firstpeople.us/FP-Html-Legends/HowTheBeaverGotHisTail-Ojibwa.html</p> <p><i>Illustration of Early Detroit</i>. Clarke Historical Library. Central Michigan University. 01 September 2015  http://clarke.cmich.edu/detroit/history.htm</p> <p><i>Images of the Erie Canal</i>. 01 September 2015  http://www.eriecanal.org/images.html</p> <p><i>Map of the Northwest Territory</i>. 01 September 2015  http://members.tripod.com/~tutor_me/book/ordinance.htm</p> <p><i>Native American Legends</i>. 01 September 2015  http://www.firstpeople.us/FP-Html-Legends/Legends-VZ.html</p> <p><i>Native American Tribes of Michigan Map and Websites</i>. 23 November 2009  http://www.native-languages.org/michigan.htm</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>3 – 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; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.</p> <p>Copyright © 2001-2015 State of Michigan</p>			<p><i>Nikomis Learning Center</i>. 01 September 2015.  http://www.nokomis.org/</p> <p><i>Paleolithic Spearheads</i>. 01 September 2015.  http://www.historyofscience.com/G2I/timeline/images/biface.jpg</p> <p>Panagopulos, Janie Lynn. <i>A Place Called Home</i>. Chelsea, MI: Sleeping Bear Press, 2001.</p> <p><i>Photos of the Match-e-be-nash-she-wish Band of Pottawatomi Indians of Michigan</i>. 01 September 2015  http://www.mbpi.org/History/photos.asp</p> <p>“Pioneer Life.” <i>The Mitten</i>. 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2013/05/mitten_pioneer-life.pdf</p> <p>“Pioneers Settling a State”. <i>Michigan History for Kids</i>. 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2013/08/MHK-Getting-to-Michigan.pdf</p> <p>“Statehood for Michigan.” <i>Michigan History for Kids</i>. Spring 2001.  http://www.seekingmichigan.org/wp-content/uploads/2013/08/MHK-Steps-to-Statehood.pdf</p> <p>“The Great Lakes Fur Trade.” <i>The Mitten</i>. 13 September 2016. Michigan History Magazine.  http://seekingmichigan.org/wp-content/uploads/2013/08/Fur-Trade-Mitten.pdf</p> <p>Wargin, Kathy-Jo. <i>Legend of the Lady’s Slipper</i>. Chelsea, MI: Sleeping Bear Press, 2003.</p> <p><i>Waterford Historical Society</i>. 01 September 2015  http://www.waterfordhistoricalsociety.org/</p> <p><i>White Oak Society</i>. 01 September 2015  http://www.whiteoak.org</p> <p><u>Further Professional Knowledge</u></p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
					<p>Cleland, Charles E. <i>Rites of Conquest: The History and Culture of Michigan's Native Americans</i>. Ann Arbor: University of Michigan Press, 1992.</p> <p>Clifton, James A., George L. Cornell, and James M. McClurken. <i>People of the Three Fires: The Ottawa, Potawatomi and Ojibway of Michigan</i>. Grand Rapids, MI: Grand Rapids Inter-Tribal Council, 1986.</p> <p>Dunbar, Willis F. and George S. May. <i>Michigan: A History of the Wolverine State</i>. 3rd rev. ed. Grand Rapids, MI: W. B. Eerdmans Pub. Co., 1995.</p> <p>Dunnigan, Brian Leigh. <i>Frontier Metropolis: Picturing Early Detroit, 1701-1838</i>. Detroit: Wayne State University Press, 2001.</p> <p>Gilpin, Alec R. <i>The Territory of Michigan, 1805-1837</i>. East Lansing: Michigan State University Press, 1970.</p> <p>Halsey, John, ed. and Michael Stafford, assoc. ed. <i>Retrieving Michigan's Buried Past: The Archeology of the Great Lakes State</i>. Bloomfield Hills, MI: Cranbrook Institute of Science, 1999.</p> <p>Kestenbaum, Justin L., ed. <i>The Making of Michigan, 1820-1860: A Pioneer Anthology</i>. Detroit: Wayne State University Press, 1990.</p> <p>* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.</p>
Unit 4: The Growth of Michigan	How did people in Michigan work together to meet new	MI: GLCE: Social Studies 3rd Grade History	1. How has Michigan changed over time?	agriculture agriculture and manufacturing auto industry automobile industry	<p><u>Equipment/Manipulative</u> Overhead Projector or Document Camera and Projector</p> <p><u>Student Resource</u> Cherry, Lynne. <i>A River Ran Wild</i>. San Diego: Harcourt Brace, Jovanovich, 1992.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
(Week 19, 6 Weeks)	challenges as Michigan grew?	<p>H3 History of Michigan (Through Statehood) Use historical thinking to understand the past.</p> <p>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?)</p> <p>Geography G4 Human Systems Understand how human activities help shape the Earth's surface.</p>	<p>2. How have Michigan's resources impacted the economy and growth of the state?</p>	<p>economic trends entrepreneur human/environment interaction human migration manufacturing Michigan natural resources population push/pull factors</p>	<p><i>Cooking in a Logging Camp.</i> Michigan Department of Natural Resources. <i>Great Lakes, Great Parks, Great History: Do L.A.P.S. for Michigan.</i> Lansing, MI: Michigan Department of Natural Resources, 1999.</p> <p><i>Ethnicity Maps.</i> 01 September 2015  http://www.geo.msu.edu/geogmich/part-four-E.html</p> <p><i>*Fayette Cause and Effect Activity.</i> Michigan Department of Natural Resources. <i>Great Lakes, Great Parks, Great History: Do L.A.P.S. for Michigan.</i> Lansing, MI: Michigan Department of Natural Resources, 1999.</p> <p><i>*Fayette Historic Townsite Map Activity.</i> Michigan Department of Natural Resources. <i>Great Lakes, Great Parks, Great History: Do L.A.P.S. for Michigan.</i> Lansing, MI: Michigan Department of Natural Resources, 1999.</p> <p><i>*Forests in Michigan: Informational Selection and Assessment.</i> Michigan Department of Natural Resources. <i>Great Lakes, Great Parks, Great History: Do L.A.P.S. for Michigan.</i> Lansing, MI: Michigan Department of Natural Resources, 1999.</p> <p>McConnell, David. <i>Meet Michigan.</i> Hillsdale, MI: Hillsdale Educational Publishers, 2009.</p> <p><i>*Paul Bunyan Online Story.</i> 01 September 2015  http://www.paulbunyantrail.com/talltale.html</p> <p>Polacco, Patricia. <i>The Trees of the Dancing Goats.</i> New York: Aladdin Books, 2000. (optional resource)</p> <p><i>Soo Locks Animation.</i> 01 September 2015  http://huron.lre.usace.army.mil/SOO/alock.html</p> <p><i>Wooden Shoes in Wilderness.</i> 01 September 2015  http://ncha.ncats.net/data/Wooden_Shoes/</p> <p><i>*Woodruff, Elvira. The Memory Coat.</i> New York: Scholastic, 1999.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>3 – G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)</p> <p>3 – 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; give an example of how another cultural group in Michigan today has preserved and built upon its</p>			<p><u>Teacher Resource</u></p> <p>“Copper.” <i>The Mitten</i>. 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2012/07/mitten_copper.pdf</p> <p><i>Carriages</i>. The Making of Modern Michigan. 01 September 2015  http://mmm.lib.msu.edu/search/imagedisplay.cfm?i=AF01a029</p> <p>Donohoe, Kitty and Wartstler, Pasqua Cekola. <i>Bunyan and Banjoes: Michigan Songs and Stories</i>. Berkley, CA: Thunder Bay Press, 1987.</p> <p><i>Early Photographs</i>. American Memory Collection. 27 July 2005. 01 September 2015  http://memory.loc.gov/ammem/</p> <p>Egbo, Carol. <i>Supplemental Materials (Unit 4)</i>. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010.</p> <p><i>Farm Activities and Printables</i>. 01 September 2015  http://www.mrsjonesroom.com/themes/farm.html</p> <p><i>Farm Artifacts</i>. 01 September 2015  http://www.saskschools.ca/~gregory/items.html</p> <p><i>Henry Ford and a Model-T</i>. 01 September 2015  http://heckeranddecker.wordpress.com/2009/04/20/speed-of-light/</p> <p><i>Henry Ford</i>. Entrepreneur’s Hall of Fame. 01 September 2015  http://www.ltbn.com/hall_of_fame/Ford.html</p> <p><i>Historical Photographs</i>. The Making of Modern Michigan. 01 September 2015  http://mmm.lib.msu.edu/search/imagedisplay.cfm?i=AF01a183</p> <p>“Iron Mining.” <i>Michigan History for Kids</i>. Winter 2002. 01 September 2015  http://minnesotahumanities.org/Resources/Ironmining%20for%20kids.pdf</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>cultural heritage.</p> <p>Economics</p> <p>E1 Market Economy</p> <p>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>3 – E1.0.3</p> <p>Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities)</p>			<p>"Logs to Lumber." <i>Michigan History for Kids</i>. Fall 2004.  http://seekingmichigan.org/wp-content/uploads/2013/09/MHK-White-Pine-Era.pdf</p> <p><i>Lumbering in Michigan</i>. Michigan Historical Center. 01 September 2015  http://www.hal.state.mi.us/mhc/museum/explore/museums/hismus/prehist/lumber/</p> <p>"Michigan's Cereal City." <i>The Mitten</i>. 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2012/07/mitten_cereal-city.pdf</p> <p><i>Mining Photographs</i>. 01 September 2015  http://mmm.lib.msu.edu/search/imagedisplay.cfm?i=AF01a127</p> <p><i>Pioneer Farm</i>. 01 September 2015  http://www.cemeteries-madison-co-in.com/pioneerfarm.jpg</p> <p><i>Soo Locks Web Cam</i>. 01 September 2015  http://www.soolocks.com/cam.phtml</p> <p><i>The Life of Henry Ford</i>. 01 September 2015  http://www.hfmgv.org/EXHIBITS/HF/</p> <p><i>The Making of Modern Michigan</i>. 01 September 2015  http://mmm.lib.msu.edu/</p> <p><i>The Model-T</i>. <i>The Mitten</i>. 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2013/05/mitten_model-t.pdf</p> <p>"The Soo Locks." <i>The Mitten</i>. 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2013/05/mitten_soo-locks.pdf</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)</p> <p>3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)</p> <p>4th Grade History</p> <p>H3 History of Michigan (Beyond Statehood)</p> <p>Use historical thinking to understand the past.</p> <p>4 – H3.0.5 Use visual data and</p>			<p><u>Resources for Further Professional Knowledge</u></p> <p>Dunbar, Willis F. and George S. May. <i>Michigan: A History of the Wolverine State</i>. 3rd rev. ed. Grand Rapids, MI: W. B. Eerdmans Pub. Co., 1995.</p> <p>* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.</p>




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)</p> <p>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)</p> <p>Copyright © 2001-2015 State of Michigan</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
Unit 5: The Government of Michigan <i>(Week 25, 7 Weeks)</i>	How has the government in Michigan responded to the needs of people as Michigan has grown?	MI: GLCE: Social Studies 3rd Grade Civics & Government C1 Purposes of Government Explain why people create governments. 3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring	<ol style="list-style-type: none"> Why do the people in the state of Michigan need a government? How is our state government organized? What are some important rights and responsibilities of Michigan citizens? 	constitution executive branch government judicial branch legislative branch levels of government limited government Michigan public issues representative government responsibilities of citizenship rights of citizens	<p><u>Equipment/Manipulative</u> Overhead Projector or Document Camera and Projector</p> <p><u>Student Resource</u> <i>Find a Representative</i>. House of Representatives. 13 September 2016. http://www.house.mi.gov/mhrpublic/</p> <p><i>*The Michigan Senate</i>. Michigan Senate. 01 September 2015 http://www.senate.michigan.gov (Click on Kid's Page tab at top).</p> <p><u>Teacher Resource</u> <i>*Constitution of the State of Michigan of 1963</i>. Michigan Legislature. 01 September 2015 http://www.michiganlegislature.org/documents/publications/manual/2001-2002/2001-mm-0070-0115-MICon.pdf</p> <p><i>*Michigan House of Representatives</i>. 01 September 2015 http://house.michigan.gov/</p> <p><i>*Michigan Laws</i>. Michigan Legislature. 01 September 2015 http://www.michiganlegislature.org/</p> <p><i>Mock Trials</i>. Available for purchase from the American Bar Association. 01 September 2015 http://www.abanet.org/publiced/mocktrials.html</p> <p><i>Welcome to the Michigan Senate</i>. Michigan Senate. 01 September 2015 http://www.senate.michigan.gov</p> <p><u>Resources for Further Professional Knowledge</u> <i>A Citizen's Guide to State Government</i>. 2003-2004 Michigan Legislature. 01 September 2015 http://www.michiganlegislature.org/documents/publications/citizensguide.pdf</p> <p><i>Chapter 2: About State Government</i>. Michigan in Brief website. 01 September 2015 http://www.michiganinbrief.org/edition06/text/intro/chap-2.htm</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>equal treatment under the law).</p> <p>C2 Values and Principles of American Democracy Understan d values and principles of American constitution al democracy</p> <p>·</p> <p>3 – C2.0.1 Describe how Michigan state government reflects the principle of representativ e government.</p> <p>C3 Structure and Functions of</p>			<p>* Although not used in the lessons for this unit, these resources are included to provide meaningful options for teachers.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Governme nt Describe the structure of governmen t in the United States and how it functions to serve citizens.</p> <p>3 – C3.0.1 Distinguish between the roles of state and local government.</p> <p>3 – C3.0.3 Identify the three branches of state government in Michigan and the powers of each.</p> <p>3 – C3.0.4 Explain how state courts function to resolve conflict.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>3 – C3.0.5 Describe the purpose of the Michigan Constitution.</p> <p>C5 Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p> <p>3 – C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>s of citizenship (e.g., respecting the rights of others, voting, obeying laws).</p> <p>Copyright © 2001-2015 State of Michigan</p>			
Unit 6: Public Issues Facing Michigan Citizens (Week 32, 6 Weeks)	How do state and national governments work to solve problems citizens face?	MI: GLCE: Social Studies 2nd Grade Discourse, Decisions, Ctn Inv P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue,	<ol style="list-style-type: none"> 1. How do responsible citizens resolve statewide problems? 2. How do people learn about public issue in our state? 3. Why do people disagree about the ways to solve 	core democratic values informed decision Michigan point of view public issue responsibilities of citizenship	<p><u>Equipment/Manipulative</u> Overhead Projector or Document Camera and Projector</p> <p><u>Student Resource</u> DiSalvo-Ryan, DyAnne. <i>City Green</i>. New York: Morrow Junior Books, 1994.</p> <p>McConnell, David. <i>Meet Michigan</i>. Hillsdale, MI: Hillsdale Educational Publishers, 2009.</p> <p><u>Teacher Resource</u> Egbo, Carol. <i>Supplemental Materials (Unit 6)</i>. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2010</p> <p><i>Example of a Water-based Wind Farm</i>. 01 September 2015.  http://www.guardian.co.uk/environment/2009/sep/17/worlds-largest-offshore-wind-farm-dong</p> <p><i>Harvest Wind Farm Map and Photo</i>.  http://www.ericdigests.org/2002-2/issues.htm. 01 September 2015  http://www.wpsci.com/HarvestWindFarm.aspx</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>2 – P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.</p> <p>3rd Grade Geography G5 Environment and Society Understand the effects of human-environment interactions</p> <p>3 – G5.0.1 Locate</p>	<p>problems facing people in Michigan?</p>		<p><i>Lake Michigan Power Coalition</i>. 01 September 2015.  http://www.protectwithpower.org/</p> <p><i>Michigan Gold: Offshore Winds</i>. 01 September 2015.  http://blogcritics.org/politics/article/michigan-gold-offshore-wind/</p> <p><i>Offshore Potential</i>. 18 April 2010.  http://www.landpolicy.msu.edu/</p> <p><i>The Role of Renewable Energy Data</i>. Energy Kids Website. 01 September 2015.  http://tonto.eia.doe.gov/kids/</p> <p>West Michigan Residents Give Thumbs Down. 01 September 2015.  http://www.associatedcontent.com/article/2610413/offshore_wind_turbine_farm_in_lake.html?cat=9</p> <p><i>Wind Power Map</i>. 01 September 2015.  http://www.aesmichigan.com/mich_wind_map.html</p> <p><u>Resources for Further Professional Knowledge</u></p> <p><i>National Alliance for Civic Education</i>. 01 September 2015  http://www.cived.net/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>natural resources in Michigan and explain the consequences of their use.</p> <p>3 – G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan. (H)</p> <p>Civics & Government</p> <p>C5 Role of the Citizen in American Democracy</p> <p>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>government.</p> <p>3 – C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).</p> <p>Discourse, Decisions, Ctn Inv</p> <p>P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>3 – P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.</p> <p>3 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.</p> <p>3 – P3.1.3 Give examples of how conflicts over core democratic values lead</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>people to differ on resolutions to a public policy issue in Michigan.</p> <p>P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</p> <p>3 – P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.</p> <p>Copyright © 2001-2015 State of Michigan</p>			

Social Studies 4 (M)



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
Unit 1: Foundations in Social Studies (Week 1, 3 Weeks)	What types of lenses do social scientists use in investigating places and people?	MI: GLCE: Social Studies 4th Grade History H3 History of Michigan (Beyond Statehood) Use historical thinking to understand the past. 4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan's	1. What questions frame the social studies disciplines of history, geography, government and economics? 2. How are historians, geographers, political scientists, and economists similar and different in how they study people and places?	economics / economist geography / geographer government / political scientist history / historian	<u>Equipment/Manipulative</u> Chart paper and Markers Class set of magnifying glasses Four Different Types of Eye Glasses or Hats (to represent the four disciplines) Map of the United States Overhead Projector or Document Camera and Projector <u>Student Resource</u> Blank Outline Maps of the United States. About.com. 01 September 2015 http://geography.about.com/library/blank/blxusa.htm Goldish, Meish. <i>Mass Production and the Model T: Building the Car for Everyone</i> . Harcourt Achieve, Rigby, 2008. Hall, Donald. <i>The Ox Cart Man</i> . New York: Penguin Group, 1983. Haydon, Julie. <i>Writing a Biography: Henry Ford</i> . Harcourt Achieve Inc., 2006. Hoban, Lillian, <i>Arthur's Funny Money</i> . New York, Harper Collins. 1981. Parker, Lewis K. <i>Henry Ford and the Automobile Industry</i> . American Tycoons Series. Rosen Book Works, 2002. <u>Teacher Resource</u> Astronomy Picture of the Day. NASA. 01 September 2015 http://apod.nasa.gov/apod/ap970830.html (also at http://apod.nasa.gov/apod/image/usanight_dmsp_big.gif)








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>major economic activities (agriculture , mining, manufacturi ng, lumbering, tourism, technology, and research) from statehood to present. (C, E) 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 significanc e?</p> <p>Geograp hy</p>			<p><i>The 6 Core Economic Principles. Kids Econ Posters.</i> Indiana Council for Economic Education. 01 September 2015  http://www.kidseconposters.com/6_Core_Principles.html</p> <p><i>The Ford Motor Company Chronology.</i> The Henry Ford. 01 September 2015  http://www.hfmgv.org/exhibits/fmc/chrono.asp</p> <p><i>The Life of Henry Ford.</i> The Henry Ford. 01 September 2015  http://www.hfmgv.org/exhibits/hf/default.asp</p> <p><i>The Model T.</i> The Henry Ford. 01 September 2015  http://www.hfmgv.org/exhibits/showroom/1908/model.t.html</p> <p><i>The Showroom of Automotive History.</i> The Henry Ford. 01 September 2015  http://www.hfmgv.org/exhibits/showroom/featured.html</p> <p><i>United States and World Geography. Maps that Teach.</i> Owl and Mouse Educational Software. 01 September 2015  http://www.yourchildlearns.com/geography.htm</p>











Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>K-4 4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected</p>			













Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>to other places?).</p> <p>Civics & Government</p> <p>C1</p> <p>Purposes of Government</p> <p>Explain why people create governments.</p> <p>4 – C1.0.1</p> <p>Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy</p>			











Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy ?).</p> <p>Economics</p> <p>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p>			










Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>4 – E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).</p> <p>Copyright © 2001-2015 State of Michigan</p>			
Unit 2: The United States in Spatial Terms	How does the geography of the United States affect the way	<p>MI: GLCE: Social Studies</p> <p><u>4th Grade</u></p> <p>Geography</p> <p>G1 The World in</p>	<p>1. What questions would geographers ask in examining the</p>	<p>absolute location climate elevation human and physical characteristics of place political boundaries</p>	<p><u>Equipment/Manipulative</u> Box of thick markers (at least 6 different colors)</p> <p>Chart paper</p> <p>Computer with Internet access</p> <p>Geographer's Hat from Unit 1</p>











Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
(Week 4, 7 Weeks)	people live?	<p>Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective .</p> <p>K-4</p> <p>4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).</p> <p>4 – G1.0.2 Use cardinal and intermediate directions to describe the relative</p>	<p>United States?</p> <p>2. What tools and technologies would geographers use to answer geographic questions?</p> <p>3. How might the United States be described using the concepts of location, place, and regions?</p>	<p>population density</p> <p>regions</p> <p>relative location</p> <p>spatial perspective</p> <p>special purpose maps</p> <p>topography</p>	<p>Globe</p> <p>Large U.S map (political and physical) or desk maps</p> <p>Overhead projector or Document Camera and Projector</p> <p>Sticky Notes</p> <p>World Map</p> <p><u>Student Resource</u></p> <p><i>The American Southwest</i>. National Parks of the American Southwest. 2 September 2015  http://www.americansouthwest.net/</p> <p><i>American Southwest</i>. 2 September 2015  http://www.nps.gov/history/nr/travel/amsw/</p> <p><i>Center for the Study of the Pacific Northwest</i>. 2 September 2015  http://www.washington.edu/uwired/outreach/cspn/Website/index.html</p> <p><i>Disney World</i>. 2 September 2015  http://disneyworld.disney.go.com/wdw/?bhcp=1</p> <p><i>Golden Gate Bridge</i>. 2 September 2015  http://www.goldengatebridge.org/</p> <p><i>Great Lakes Photo Gallery</i>. Streetwater Visions. 2 September 2015  http://www.sweetwatervisions.com/Pages/galleryGL.html</p> <p><i>Great Lakes Map and Quiz Printout</i>. Enchanted Learning. 2 September 2015  http://www.enchantedlearning.com/usa/statesbw/greatlakes.shtml</p> <p>Holling, Holling Clancy. <i>Paddle-to-the-Sea</i>. Boston: Houghton Mifflin, 1941.</p>










Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>location of significant places in the United States.</p> <p>4 – 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).</p> <p>4 – G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the</p>			<p><i>Interactive United States Elevation Map</i>. 2 September 2015  http://maps.howstuffworks.com/united-states-elevation-map.htm</p> <p>*A Kid's Guide to the People and Places of America: State-by-state Atlas. DK Publishing, 2003.</p> <p><i>Life in the USA: U.S. Regions</i>. USA Study Guide Website. 2 September 2015  http://www.usastudyguide.com/regionaldifferences.htm</p> <p><i>Map of the North Pacific Coast</i>. Outline of American Geography. 2 September 2015  http://usa.usembassy.de/etexts/outgeogr/map14.htm</p> <p><i>Map of the Southwest Border Area</i>. Outline of American Geography. 2 September 2015  http://usa.usembassy.de/etexts/outgeogr/map12.htm</p> <p><i>Mount Rushmore</i>. 2 September 2015  http://www.mtrushmore.net/</p> <p><i>Nature of the Northwest</i>. 2 September 2015  http://www.naturenw.org/</p> <p>Neubecker, Robert. <i>Wow! America</i>. New York: Hyperion Books for Children, 2006.</p> <p><i>The North Pacific Coast</i>. Outline of American Geography. 2 September 2015  http://usa.usembassy.de/etexts/outgeogr/geog15.htm</p> <p><i>Pacific Northwest</i>. Wikipedia. 2 September 2015  http://en.wikipedia.org/wiki/Pacific_Northwest</p> <p><i>Pacific Northwest Region</i>. USDA Forest Service. 2 September 2015  http://www.fs.fed.us/r6/welcome.shtml</p> <p>2 September 2015  http://www.gonorthwest.com/</p>












Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>United States.</p> <p>4 – G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States.</p> <p>G2 Places and Regions Understand how regions are created from common physical and human characteristics.</p> <p>4 – G2.0.1 Describe ways in which the United States can be divided into different regions (e.g., political regions, economic</p>			<p><i>*Postcards from America.</i> 2 September 2015  http://www.postcardsfrom.com/index.html</p> <p><i>*Printable Maps.</i> The United States Atlas. 2 September 2015  http://nationalatlas.gov/printable.html</p> <p><i>Relief Map of Hawaii.</i> 2 September 2015  http://www.hawaii-map.org/relief-map.htm</p> <p><i>*Roadside America.</i> 2 September 2015  http://www.roadsideamerica.com/</p> <p><i>The Southwest Border Area.</i> Outline of American Geography. 2 September 2015  http://usa.usembassy.de/etexts/outgeogr/geog13.htm</p> <p><i>The Southwest Region.</i> US Embassy. 2 September 2015  http://usa.usembassy.de/travel-regions.htm#southwest</p> <p><i>Southwestern Region.</i> U.S. Forest Service. 2 September 2015  http://www.fs.fed.us/r3/</p> <p><i>Southwestern United States.</i> Wikipedia. 2 September 2015  http://en.wikipedia.org/wiki/Southwestern_United_States.</p> <p><i>*TerraFly.</i> 2 September 2015  http://www.terrafly.com/</p> <p><i>Trans Alaska Pipeline.</i> 2 September 2015  http://www.alyeska-pipe.com/pipelinefacts.html</p> <p><i>*United States Maps.</i> 2 September 2015  http://www.united-states-map.com/</p> <p><i>U.S. Cities Interactive Map.</i> 2 September 2015  http://www.mrnussbaum.com/usaflash3.htm</p>










Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>regions, landform regions, vegetation regions).</p> <p>4 – 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.</p> <p>Copyright © 2001-2015 State of Michigan</p>			<p>*U.S. Highways. 2 September 2015  http://www.us-highways.com/</p> <p>U.S. Regions. Wikipedia. 2 September 2015  http://en.wikipedia.org/wiki/Regions_of_the_U.S.#The_Belts</p> <p>Virtual Seaway Map with Ship Locations. Great Lakes St. Lawrence Seaway System. 2 September 2015  http://www.greatlakes-seaway.com/en/navigating/map/index.html</p> <p>What is the Northwest? Go Northwest. 2 September 2015  http://www.gonorthwest.com/Visitor/about/northwest.htm</p> <p>Teacher Resource</p> <p>*1895 U.S. Atlas. 2 September 2015  http://www.livgenmi.com/1895/</p> <p>*Astronomy Picture of the Day. NASA. 2 September 2015  http://apod.nasa.gov/apod/ap970830.html (also at  http://apod.nasa.gov/apod/image/usanight_dmsp_big.gif)</p> <p>Bates, Katherine. <i>America the Beautiful</i>. New York: Putnam Juvenile, 2003.</p> <p>*Blank Midwest Region Map. TeacherVision. 2 September 2015  http://www.teachervision.fen.com/tv/printables/kt_maps/kt_map_midwest_plains.pdf</p> <p>*Blank U.S. Outline Map. TeacherVision. 2 September 2015  http://www.teachervision.fen.com/tv/printables/kt_maps/kt_map_usa.pdf</p> <p>Climate Data For Selected Cities. 2 September 2015  http://www.infoplease.com/ipa/A0762183.html</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
					<p><i>Climate Maps of the United States</i>. 2 September 2015  http://cdo.ncdc.noaa.gov/cgi-bin/climaps/climaps.pl?directive=quick_search&subnum=</p> <p><i>Deserts in the United States</i>. DesertUSA website. 2 September 2015  http://desertusa.net/glossary.html</p> <p><i>*Digital Petroleum Atlas</i>. Kansas Geological Survey. 2 September 2015  http://www.kgs.ku.edu/DPA/frontEnd/regions1.html</p> <p>Egbo, Carol. <i>Supplemental Materials for Unit 2</i>. Teacher-made material. Michigan Citizenship Collaborative, 2008.</p> <p><i>Exploration and Settlement: 1800-1820 Map</i>. 2 September 2015  http://www.lib.utexas.edu/maps/united_states/exploration_1800.jpg</p> <p><i>Exploration and Settlement: 1835-1850 Map</i>. 2 September 2015  http://www.lib.utexas.edu/maps/united_states/exploration_1835.jpg</p> <p><i>Federal Reserve Bank Districts Map</i>. Federal Reserve Bank. 2 September 2015  http://www.federalreserve.gov/otherfrb.htm</p> <p><i>Four Corners Map</i>. Wikipedia. 2 September 2015  http://en.wikipedia.org/wiki/Image:Fourcorners-us.jpg</p> <p><i>The Geographic Fact of the Nation: Elevation 56" X 36" Poster</i>. Product ID Number 114587. \$7.00. Can be ordered online at 2 September 2015  http://store.usgs.gov/b2c_usgs/b2c/start.do or by calling 1-888-ASK-USGS.</p> <p><i>*Geography Songs</i>. Songs For Teaching. 2 September 2015  http://www.songsforteaching.com/geographysongs.htm</p> <p><i>*GeoImages Project</i>. University of California, Berkeley.</p>




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
					<p><i>Grand Canyon South Rim Village Map</i>. 2 September 2015  http://gocalifornia.about.com/library/weekly/n_az_gc_map_vlg.htm</p> <p><i>The Great Lakes</i>. Great Lakes Information Network. 2 September 2015  http://www.great-lakes.net/lakes/</p> <p><i>Great Lakes Facts and Figures</i>. Great Lakes Information Network. 2 September 2015  http://www.great-lakes.net/lakes/ref/lakefact.html</p> <p><i>Great Lakes System Map</i>. 2 September 2015  http://www.lre.usace.army.mil/storage/Pages/1721/seaway(SLSMC).jpg</p> <p>Guthrie, Woody. <i>This Land is Your Land</i>. New York: Little, Brown Young Readers, 1998.</p> <p><i>Illustrated Glossary of Landforms and Bodies of Water</i>. Enchanted Learning. 2 September 2015  http://www.enchantedlearning.com/geography/landforms/glossary.shtml</p> <p><i>Illustration of the Gulf Stream</i>. 2 September 2015  http://oceancurrents.rsmas.miami.edu/atlantic/img_mgsva/gulf-stream-YYY.gif</p> <p><i>Interactive Landforms Map</i>. 2 September 2015  http://www.mrnussbaum.com/landforms.htm</p> <p><i>*Lake Effect Snow</i>. The Weather Channel. 2 September 2015  http://www.weather.com/encyclopedia/winter/lake.html</p> <p><i>Landforms of the United States Map</i>. World Atlas. 2 September 2015  http://www.worldatlas.com/webimage/countrys/usanewe.htm</p> <p><i>Landform Photos</i>. 2 September 2015  http://pics.tech4learning.com/?view=sub&cat=Geography</p>






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
					<p><i>Landforms of the United States - A Digital Shaded-Relief Portrayal</i>. 2 September 2015  http://pubs.usgs.gov/imap/i2206/usa_shade.pdf</p> <p>Locker, Thomas. <i>Home: A Journey Through America</i>. New York: Voyager Books, 2000.</p> <p>Locker, Thomas. <i>Where the River Begins</i>. New York: Puffin Books, 1984.</p> <p>Metropolitan Areas of the United States Map. 2 September 2015  http://www.lib.utexas.edu/maps/united_states/us_metro_area_99.pdf</p> <p>*<i>National Geographic</i>. 2 September 2015  http://www.nationalgeographic.com/</p> <p>*<i>National Geographic Educational Network</i>. 2 September 2015  http://www.ngsednet.org/</p> <p><i>The Northern Hemisphere</i>. Wikimedia Commons. 2 September 2015  http://commons.wikimedia.org/wiki/Image:Northern_Hemisphere_Lam_Az.png</p> <p><i>Outline Map of North America</i>. About.com. 2 September 2015  http://geography.about.com/library/blank/namerica.jpg</p> <p><i>Physical Map of the United States</i>. Eduplace.com. 2 September 2015  http://www.eduplace.com/ss/maps/pdf/usphys.pdf</p> <p><i>Population Density Map High Resolution Version</i>. 2 September 2015  http://www.census.gov/geo/www/mapGallery/images/2k_night.pdf</p> <p><i>Regions Maps</i>. Wikipedia. 2 September 2015  http://en.wikipedia.org/wiki/Regions_of_the_U.S.#The_Belts</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
					<p><i>*Regions of the United States</i>. Library of Congress. 2 September 2015  http://memory.loc.gov/ammem/gmdhtml/rrhtml/regdef.html</p> <p><i>Regions of the U.S.</i> Digital Petroleum Atlas. Wikipedia. 2 September 2015  http://www.kgs.ku.edu/DPA/frontEnd/regions1.html</p> <p><i>Rust Belt Map</i>. Wikipedia. 2 September 2015  http://en.wikipedia.org/wiki/Image:Rust-belt-map.jpg</p> <p><i>Rivers and Lakes Map</i>. National Atlas. 2 September 2015  http://www.nationalatlas.gov/printable/images/pdf/outline/rivers_lakes.pdf</p> <p><i>Rivers in North America</i>. World Atlas. 2 September 2015  http://www.worldatlas.com/webimage/countrys/nariv.htm</p> <p><i>The Salton Sea</i>. National Geographic. 2 September 2015  http://ngm.nationalgeographic.com/ngm/0502/feature5/index.html</p> <p><i>*Satellite Images of the United States</i>. Geology.com. 2 September 2015  http://geology.com/satellite/states.shtml</p> <p><i>Seaway Data</i>. Great Lakes St. Lawrence Seaway System. 2 September 2015  http://www.greatlakes-seaway.com/en/seaway/effective/</p> <p><i>Snow Belt Map</i>. Wikipedia. 2 September 2015  http://en.wikipedia.org/wiki/Image:Snowbeltus.PNG</p> <p><i>Sun Belt Map</i>. Wikipedia. 2 September 2015  http://en.wikipedia.org/wiki/Image:Map_of_USA_highlighting_Sun_Belt.png</p> <p><i>Supplemental Curriculum Materials for Paddle to the Sea</i>. 2 September 2015  http://nsgd.gso.uri.edu/ohsu/ohsue91001.pdf</p>












Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
					<p>*Sutcliffe, Andrea. <i>The New York Public Library Amazing US Geography: A Book of Answers for Kids</i>. Jossey-Bass, 2002.</p> <p><i>T.E.A.C.H. Great Lakes Education and Curriculum Homesite</i>. Great Lakes Information Network. 2 September 2015  http://www.great-lakes.net/teach/</p> <p><i>Thomas Locker in Pursuit of Nature</i>. 2 September 2015  http://findarticles.com/p/articles/mi_qa3666/is_200103/ai_n8949704</p> <p><i>Time Zone Map</i>. Wikipedia. 2 September 2015  http://en.wikipedia.org/wiki/Image:National-atlas-timezones-2006.gif</p> <p>*<i>United States Geography</i>. 2 September 2015  http://members.aol.com/bowermanb/US.html</p> <p>*<i>United States Geological Survey</i>. 2 September 2015  http://www.usgs.gov/</p> <p><i>United States Interstate Highways Map</i>. 2 September 2015  http://www.onlineatlas.us/interstate-highways.htm</p> <p><i>United States Population Density Map and Information</i>. 2 September 2015  http://earthobservatory.nasa.gov/Newsroom/NewImages/images.php3?img_id=17439</p> <p>*<i>United States and World Geography. Maps that Teach</i>. Owl and Mouse Educational Software. 2 September 2015  http://www.yourchildlearns.com/geography.htm</p> <p><i>U.S. Rivers Labeled Outline Map</i>. Enchanted Learning. 2 September 2015  http://www.enchantedlearning.com/usa/outlinemaps/riverslabeled/</p>










Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
					<p><i>U.S. Rivers Outline Map</i>. Enchanted Learning. 2 September 2015  http://www.enchantedlearning.com/usa/outlinemaps/rivers/</p> <p><i>Water Fact Sheet: Largest Rivers in the United States</i>. U.S. Dept. of Interior. 2 September 2015  http://pubs.usgs.gov/of/1987/ofr87-242/pdf/ofr87242.pdf</p> <p><i>Water: Regional and State Links</i>. U.S. Environmental Protection Agency. 2 September 2015  http://www.epa.gov/ow/region.html</p> <p><i>The Western Hemisphere</i>. Wikimedia Commons. 2 September 2015  http://commons.wikimedia.org/wiki/Image:Western_Hemisphere_Lam_Az.png</p> <p>Resources for Further Professional Knowledge <i>Teaching Geography is Fundamental</i>. The National Council for Geographic Education. 2 September 2015  http://www.ncge.org/geography/2005bill/</p> <p><i>Teaching Geography in the Elementary School</i>. 2 September 2015  http://www.ericdigests.org/pre-9212/geography.htm</p> <p>* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.</p>
Unit 3: Human Geography in the United States	How are people connected to the Earth and to each other?	MI: GLCE: Social Studies <u>4th Grade</u> History H3 History of Michigan (Beyond	1. What questions do geographers ask in examining human	adaptation to the environment culture human/environment interaction immigration migration	<p><u>Equipment/Manipulative</u> Chart paper</p> <p>Desktop U.S. Maps</p> <p>Hats from Unit 1 (Geographers, Historians)</p> <p>Highlighters</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
(Week 11, 7 Weeks)		<p>Statehood) Use historical thinking to understand the past.</p> <p>4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)</p> <p>4 – H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-</p>	<p>geography in the United States?</p> <p>2. How have the concepts of movement and human/environment interaction influenced the development of the United States?</p> <p>3. How might the country resolve contemporary public issues related to movement and human/environment interaction in the</p>	<p>modification of the environment movement public issues push and pull factors resource use</p>	<p>Large timeline on paper in 50 year increments marked from 1800 to 2000</p> <p>Large World Map</p> <p>Markers</p> <p>Overhead Projector or Document Camera and Projector</p> <p>Physical map of the U.S.</p> <p>Stickers</p> <p>Student journal or notebook</p> <p>“Thinking Like a Historian” Bookmarks from Unit 1</p> <p><u>Student Resource</u> A Kid’s Guide to the People and Places of America: State-by-state Atlas. DK Publishing, 2003.</p> <p><i>About Wetlands</i>. National Wetlands Research Center. 2 September 2015  http://www.nwrc.usgs.gov/wetlands.htm</p> <p>Aliki. <i>Painted Words/Spoken Memories: Marianne’s Story</i>. New York: Greenwillow, 1998.</p> <p>Bunting, Eve. <i>Dandelions</i>. San Diego: Voyager Books, 1995.</p> <p>---. <i>Train to Somewhere</i>. New York: Clarion Books, 1996.</p> <p><i>Current Environmental Issues</i>. Global Stewards. 2 September 2015  http://www.globalstewards.org/issues.htm</p> <p><i>Current Environmental Issues Website Resources</i>. Simon Fraser University. 2 September 2015  http://www.sfu.ca/~sfpirg/hot_topics/current_environmental_issues.htm</p>








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>U5.1.5; USHG 7.2.4) (G, C, E)</p> <p>Geography G1 The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective</p> <p>K-4 4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected</p>	<p>United States?</p>		<p><i>The Debate over Clear Cutting of Forests</i>. Mongabay. 2 September 2015  http://www.mongabay.com/external/sierra_nevada_clearing-cutting.htm</p> <p>Dooley, Nancy. <i>Everybody Cooks Rice</i>. New York: Lerner (1991).</p> <p><i>Energy and Mineral Resources Map</i>. 2 September 2015  http://static.howstuffworks.com/gif/maps/pdf/NAM_US_THEM_Resources.pdf</p> <p><i>Facts about Hoover Dam</i>. U.S. Department of the Interior. 2 September 2015  http://www.usbr.gov/lc/hooverdam/educate/kidfacts.html</p> <p>Freedman, Russell. <i>Immigrant Kids</i>. New York: Puffin Books, 1980.</p> <p>Hamilton, Virginia. <i>Many Thousand Gone: African Americans From Slavery to Freedom</i>. New York: Knopf Books for Young Readers, 2002.</p> <p>Hopkinson, Deborah. <i>Apples to Oregon</i>. New York: Scholastic, 2005.</p> <p>---. <i>Sweet Clara and the Freedom Quilt</i>. NY: Random, 1995.</p> <p>Immigration: Stories of Yesterday and Today. Scholastic. 2 September 2015  http://teacher.scholastic.com/activities/immigration/index.htm</p> <p>Lawrence, Jacob. <i>The Great Migration: An American Story</i>. New York: Harper Trophy, 1995.</p> <p>Levine, Ellen. <i>If You Traveled on the Underground Railroad</i>. NY: Scholastic, 1988.</p> <p><i>Natural Resources and the Environment</i>. U.S. Department of Agriculture. 2 September 2015  http://www.usda.gov/wps/portal/!ut/p/s.7.0.A/7.0.1OB?navtype=SU&navid=NATURALRESOURCES</p>










Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>to other places?).</p> <p>4 – 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).</p> <p>4 – G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</p>			<p><i>Off-shore Drilling</i>. Wikipedia. 2 September 2015  http://en.wikipedia.org/wiki/Offshore_drilling</p> <p>Polacco, Patricia. <i>The Keeping Quilt</i>. New York: Aladdin Books, 2001.</p> <p><i>Postcards from America</i>. 2 September 2015  http://www.postcardsfrom.com/index.html</p> <p><i>Printable Maps</i>. The United States Atlas. 2 September 2015  http://nationalatlas.gov/printable.html</p> <p>Rappaport, Doreen. <i>Freedom River</i>. New York: Hyperion Books, 2000.</p> <p>Say, Allen. <i>Grandfather's Journey</i>. New York: Houghton Mifflin/Walter Lorrain Books, 1993.</p> <p>Dr. Seuss. <i>The Lorax</i>. New York: Random House, 1971.</p> <p>Silverstein, Shel. <i>The Giving Tree</i>. New York: Harper Collins, 1964.</p> <p><i>State Agricultural Profiles</i>. 2 September 2015  http://www.agclassroom.org/kids/ag_facts.htm</p> <p><i>State Mineral Production</i>. Mineral Information Institute. 2 September 2015  http://www.mii.org/pdfs/resources/ResourcesWeUse.pdf</p> <p><i>United States Maps</i>. 2 September 2015  http://www.united-states-map.com/</p> <p>Van Allsburg, Chris. <i>Just A Dream</i>. New York, NY: Houghton Mifflin, 1990.</p> <p>Yates, Elizabeth. <i>Amos Fortune Free Man</i>. New York: E. P. Dutton, 1950.</p> <p><u>Teacher Resource</u></p>











Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>G4 Human Systems Understand how human activities help shape the Earth's surface.</p> <p>4 – 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. (H)</p> <p>4 – 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.,</p>			<p>1895 U.S. Atlas. 2 September 2015  http://www.livgenmi.com/1895/</p> <p>American Ethnic Geography. Valpo University. 2 September 2015  http://www.valpo.edu/geomet/geo/courses/geo200/usa_maps.html>.</p> <p>Bode, Janet. <i>The Colors of Freedom: Immigrant Stories</i>. New York: Grolier Publishing, 1999.</p> <p><i>Desert House</i>. ABC News. 2 September 2015  http://a.abcnews.com/images/Business/ht_desert_house_051221_ssh.jpg</p> <p><i>Ellis Island</i>. 2 September 2015  http://www.ellisland.org</p> <p><i>Exploration and Settlement:1800-1820 Map</i>. 2 September 2015  http://www.lib.utexas.edu/maps/united_states/exploration_1800.jpg</p> <p><i>Exploration and Settlement:1835-1850 Map</i>. 2 September 2015  http://www.lib.utexas.edu/maps/united_states/exploration_1835.jpg</p> <p><i>Grand Canyon South Rim Village Map</i>. About.com. 2 September 2015  http://gocalifornia.about.com/library/weekly/n_az_gc_map_vlg.htm</p> <p><i>History of Las Vegas photos</i>. Early Vegas. 2 September 2015  http://www.earlyvegas.com/early_downtown_vegas.html</p> <p><i>Immigration Data</i>. U.S. Census Bureau. 2 September 2015  http://www.census.gov/population/www/socdemo/immigration.html</p> <p><i>Immigration Photographs</i>. Library of Congress. American Memory Collection. 2 September 2015  http://memory.loc.gov/ammem/browse/</p> <p><i>Kansas Farm</i>. 2 September 2015  http://media-2.web.britannica.com/eb-media/00/93900-004-5EA76A32.jpg</p>











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		<p>forms of shelter, language, food). (H)</p> <p>G5 Environment and Society Understand the effects of human-environment interactions</p> <p>4 – G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States.</p> <p>Discourse, Decisions, Ctn Inv</p> <p>P3.1 Identifying and Analyzing Public Issues Clearly state a</p>			<p>Lawlor, Veronica, ed. <i>I Was Dreaming To Come to America: Memories from Ellis Island</i>. New York: Puffin Books, 1997.</p> <p><i>Lessons to Accompany "Grandfather's Journey" by Allen Say</i>. 2 September 2015  http://www.emints.org/ethemes/resources/S00000597.shtml</p> <p>Levine, Ellen. <i>If You Traveled on the Underground Railroad</i>. NY: Scholastic, 1988.</p> <p><i>Log House</i>. 2 September 2015  http://www.astroshow.com/Alaska07/141aLogHouse.jpg</p> <p><i>A Look at Michigan Agriculture</i>. 2 September 2015  http://www.agclassroom.org/kids/stats/michigan.pdf</p> <p><i>Metropolitan Areas of the United States Map</i>. University of Texas. 2 September 2015  http://www.lib.utexas.edu/maps/united_states/us_metro_area_99.pdf</p> <p><i>National Geographic Educational Network</i>. National Geographic. 2 September 2015  http://www.ngsednet.org/</p> <p><i>Pact puts plug on Great Lakes water diversion</i>. MPNnow.com. 2 September 2015  http://www.mpnnow.com/news/x502300365/Pact-puts-plug-on-Great-Lakes-water-diversion</p> <p><i>Photo of the Annual Finnish Music Festival</i>. 2 September 2015  http://www.playdembones.com/workshops.htm</p> <p><i>Satellite Images of the United States</i>. Geology.com. 2 September 2015  http://geology.com/satellite/states.shtml</p> <p><i>Ski Resort</i>. 2 September 2015  http://www.bestskiproperty.com/images/SilverLakeLodge-J.JPG</p>


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.</p> <p>Copyright © 2001-2015 State of Michigan</p>			<p>Sutcliffe, Andrea. <i>The New York Public Library Amazing US Geography: A Book of Answers for Kids</i>. Jossey-Bass, 2002.</p> <p><i>Thirsty? How 'bout a cool, refreshing cup of seawater?</i> Water Science for Schools US Geological Survey, 2 September 2015  http://ga.water.usgs.gov/edu/drinkseawater.html</p> <p><i>Treaties & the Removal of the Michigan Potawatomi Lesson Plan</i>. 2 September 2015 http://www.nokomis.org/docs/curriculum/Lesson3C.pdf</p> <p><i>Trees</i>. Kentucky Division of Forestry. 2 September 2015  http://www.forestry.ky.gov</p> <p><i>United States Geography Websites</i>. 2 September 2015  http://members.aol.com/bowermanb/US.html</p> <p><i>Want-Ads</i>. 2 September 2015  http://www.kancoll.org/articles/orphans/or_wants.htm</p> <p><i>What's in a Pencil Besides Wood?</i>. Mineral Information Institute. 2 September 2015  http://www.mii.org/pdfs/every/pencil.pdf</p> <p><i>You, Whoever You Are."</i> <i>Immigration</i>. Library of Congress. 2 September 2015  http://memory.loc.gov/learn/features/immig/introduction.html</p>
Unit 4: Exploring Economics (Week 18, 7 Weeks)	How are geographers, economists, and political scientists similar	MI: GLCE: Social Studies 4th Grade History H3 History of Michigan	1. What questions do economists ask and how do their answers	circular flow competition division of labor economic decision making economics employment/unemployment	<u>Equipment/Manipulative</u> Butcher or oversized construction paper Markers or colored pencils Overhead Projector or Document Camera and Projector <u>Student Resource</u>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
	and different in how they study places and people?	<p>(Beyond Statehood) Use historical thinking to understand the past.</p> <p>4 – H3.0.5 Use visual data and informationa l text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)</p> <p>Civics & Governm ent</p> <p>C3 Structure and Functions of Governmen t</p> <p>Describe the structure of governmen</p>	<p>describe the United States?</p> <p>2. How do the character istics of a market economy influence economi c decision making?</p> <p>3. How does competiti on affect the economy in the United States?</p>	<p>incentives</p> <p>market economy</p> <p>price</p> <p>productivity</p> <p>public goods and services</p> <p>role of government</p> <p>specialization</p> <p>supply/demand</p>	<p>Adams, Barbara Johnston. <i>The Go-Around Dollar</i>. NY: Four Winds Press, 1992.</p> <p>Agee, Jon. <i>Nothing</i>. New York: Hyperion Books, 2007.</p> <p><i>Assembly Line</i>. Discovery Education. 2007. Discovery Education. 09 September 2015  http://streaming.discoveryeducation.com/</p> <p><i>Crayon Assembly Line</i>. 19 May 2016.  http://entertainment.howstuffworks.com/4169-assembly-line-crayola-crayons-video.htm</p> <p><i>Country Import and Export Trade Data</i>. U.S. Census Bureau. 09 September 2015  http://www.census.gov/foreign-trade/statistics/country/index.html</p> <p>Disalvo-Ryan. <i>Grandpa's Corner Store</i>. New York: Harper Collins Publishers, 2000.</p> <p><i>Economics Songs</i>. 09 September 2015  http://kidseconposters.com/econsongs.html</p> <p>Hall, Donald. <i>The Ox Cart Man</i>. New York: Viking Junior Books, 1979.</p> <p><i>History in Motion: Assembling the First Model T video clip</i>. 09 September 2015  http://www.eyewitnesstohistory.com/himfordassembly.htm</p> <p><i>How A Car is Built DVD</i>. Big Kids Productions, 2005.</p> <p><i>I Love Lucy Chocolate Assembly Line video clip</i>. 09 September 2015  http://www.youtube.com/watch?v=8NPzLBSBzPI</p> <p><i>Index of U.S. Government Department and Agencies</i>. 09 September 2015  http://www.usa.gov/Agencies/Federal/All_Agencies/index.shtml</p>

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		<p>t in the United States and how it functions to serve citizens.</p> <p>4 – C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.</p> <p>Economic s</p> <p>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>4 – E1.0.1 Identify questions economists ask in</p>			<p>L’Hommedieu, Arthur. <i>From Plant to Blue Jeans</i>. New York: Children’s Press, 1997.</p> <p>“The Model-T.” <i>The Mitten</i>. February 2004. 13 September 2016.  http://seekingmichigan.org/wp-content/uploads/2013/05/mitten_model-t.pdf</p> <p><i>The Official Kids Portal for the U.S. Government</i>. 09 September 2015  http://www.kids.gov/</p> <p><i>Photographs of Rhyolite</i>. 09 September 2015  http://www.rhyolite.com/sitemap.html</p> <p>Siebert, Diane. <i>Rhyolite</i>. New York, Clarion Books, 2003.</p> <p><i>Virtual Tour of Rhyolite, Nevada</i>. 09 September 2015  http://www.rhyolite.com/tour.html</p> <p><u>Teacher Resource</u></p> <p><i>Characteristics of a Market Economy</i>. 09 September 2015  http://ecedweb.unomaha.edu/lessons/fecg2.htm</p> <p><i>Economic Education Web</i>. 09 September 2015  http://ecedweb.unomaha.edu/K-12/home.cfm</p> <p><i>Economics Books</i>. 09 September 2015  http://www.kidseconbooks.com</p> <p><i>Economics in Action: Circular Flow</i>. Producing Ohio: Creating Our Economy. 09 September 2015  http://www.producingohio.org/action/circular/index.html</p> <p><i>Economics Posters</i>. 09 September 2015  http://www.kidseconposters.com</p>




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).</p> <p>4 – E1.0.2 Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).</p> <p>4 – E1.0.3 Describe how positive</p>			<p><i>Employment and Unemployment.</i> United States Department of Labor. Bureau of Labor Statistics. 09 September 2015  http://www.bls.gov/data/home.htm</p> <p><i>First Ford Assembly Line 1913 Photograph.</i> 09 September 2015  http://www.aeragon.com/02/02-04.html</p> <p><i>Ford Assembly Line.</i> 09 September 2015  http://image.motortrend.com/f/auto-news/ford-offers-hourly-employees-another-round-of-buyouts/10269871+cr1+re0+ar1/ford-assembly-line.jpg</p> <p><i>Ford Assembly Line Photograph.</i> 09 September 2015  http://www.johndclare.net/images/Ford%20Assembly%20line.JPG</p> <p><i>Ford Assembly Line Photograph.</i> 09 September 2015  http://www.solpass.org/7ss/Images/ford%20assembly%20line.jpg</p> <p><i>Henry Ford Changes the World.</i> Eyewitness to History Website. 09 September 2015  http://www.eyewitnesstohistory.com/ford.htm</p> <p><i>Information about Unemployment and Employment.</i> U.S. Bureau of Labor Statistics. 09 September 2015  http://www.bls.gov/cps/cps_hgtm.htm</p> <p><i>Job Data.</i> U.S. Bureau of Labor Statistics. 09 September 2015  http://data.bls.gov/</p> <p><i>Michigan Trade Data.</i> U.S. Census Bureau. 09 September 2015  http://www.census.gov/foreign-trade/statistics/state/data/index.html</p> <p><i>Michigan Unemployment Statistics.</i> U.S. Bureau of Labor Statistics. 09 September 2015  http://data.bls.gov/PDQ/servlet/SurveyOutputServlet?data_tool=latest_numbers&series_id=LASST26000003</p>









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and negative incentives influence behavior in a market economy.</p> <p>4 – E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).</p> <p>4 – E1.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)</p> <p>4 – E1.0.6 Explain how competition among buyers results in higher prices and competition among</p>			<p><i>National Council on Economic Education</i>. 09 September 2015  http://www.ncee.net</p> <p><i>Nintendo Vs. Sony</i>. ABC News.com. 20 Nov. 2007. 09 September 2015  http://abcnews.go.com/Technology/GadgetGuide/Story?id=3887235&page=1</p> <p><i>Online Lessons for each National Standard</i>. 09 September 2015  http://www.ncee.net/ea/standards/</p> <p><i>Outsourcing Cartoon</i>. WordPress.com. 09 September 2015  http://michaelaltendorf.wordpress.com/2008/04/04/outsourcing-to-india/</p> <p><i>Radio Ad</i>. Digital Collection, Duke University Library. 09 September 2015  http://library.duke.edu/digitalcollections/adaccess.R0384/pg.1/</p> <p><i>Soap Ad</i>. Digital Collection, Duke University Library. 09 September 2015  http://library.duke.edu/digitalcollections/adaccess.BH1150/pg.1/</p> <p><i>Teaching Economics as If People Mattered</i>. 09 September 2015  http://www.teachingeconomics.org/</p> <p><i>U.S./China Trade Data</i>. U.S. Census Bureau. 09 September 2015  http://www.census.gov/foreign-trade/statistics/country/index.html</p> <p><i>Unemployment Map for January, 2009</i>. U.S. Bureau of Labor Statistics. 09 September 2015  http://www.creativeclass.com/creative_class/wordpress/wp-content/uploads/2009/03/unemployment-map.gif</p> <p>Walstad, William B. <i>Teacher Background Reading on Public vs. Private Goods</i>. EconEdLink.com 09 September 2015 </p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>sellers results in lower prices (e.g., supply, demand).</p> <p>4 – E1.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.</p> <p>4 – E1.0.8 Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H)</p> <p>E2 National Economy Use</p>			<p>http://www.econedlink.org/lessons/docs_lessons/462_Teacher_background1.pdf</p> <p>Resources for Further Professional Knowledge <i>Voluntary National Content Standards in Economics</i>. 09 September 2015  http://www.fte.org/teachers/standards/</p>









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>fundamental principles and concepts of economics to understand economic activity in the United States.</p> <p>4 – 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) . (H)</p> <p>E3 International Economy Use fundamental principles and</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>concepts of economics to understand economic activity in the global economy.)</p> <p>4 – E3.0.1 Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).</p> <p>Copyright © 2001-2015 State of Michigan</p>			
Unit 5: Our Federal Government	How is the federal government structured to fulfill	MI: GLCE: Social Studies	1. Why do people form limited governments?	Bill of Rights checks and balances Constitution delegated/reserved/shared powers	<p><u>Equipment/Manipulative</u> Butcher or chart paper</p> <p>Large white drawing paper (14"x11" or 17"x11")</p> <p>Markers</p>



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
(Week 25, 8 Weeks)	the purposes for which it was created?	<p>4th Grade Civics & Government C1 Purposes of Government Explain why people create governments.</p> <p>4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy)</p>	<p>2. How does our federal government work?</p> <p>3. How does the Constitution, including its core democratic values, limit the power of government?</p>	<p>executive/legislative/judicial branches of government federal government governmental authority individual rights limited government popular sovereignty representative government rule of law separation of powers</p>	<p>Newspapers (National News section)</p> <p>Overhead Projector or Document Camera and Projector</p> <p>Political Scientist Hat from Unit 1</p> <p>Student journal or notebook</p> <p><u>Student Resource</u> Barnes, Peter and Cheryl Barnes. <i>House Mouse, Senate Mouse</i>. Lorton, VA: VSP Books, 1999.</p> <p>- - -. <i>Marshall, the Courthouse Mouse</i>. Lorton, VA: VSP Books, 1998.</p> <p>- - -. <i>Woodrow for President</i>. Lorton, VA: VSP Books, 1999.</p> <p>*Ben's Guide to U.S. Government for Kids. 15 September 2015  http://bensguide.gpo.gov</p> <p>Catrow, David. <i>We the Kids: The Preamble to the Constitution of the United States</i>. New York: Penguin Putnam, 2005.</p> <p><i>The Constitution of the United States of America</i>. Ben's Guide to U.S. Government for Kids. 15 September 2015  http://bensguide.gpo.gov/9-12/documents/constitution/index.html</p> <p><i>Elementary Version of the Bill of Rights</i>. Texas Law Related Education Project. State Bar of Texas. 15 September 2015  http://www.texaslre.org/downloads/bore.pdf</p> <p>Giesecke, Ernestine. <i>National Government (Kids' Guide)</i>. Heinemann, 2000.</p> <p>*Granfield, Linda. <i>America Votes: How Our President is Elected</i>. Toronto, Canada: Kids Can Press, 2005.</p> <p>*Gutman, Dan. <i>The Kid Who Became President</i>. NY: Scholastic, Inc. 1999.</p>








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).</p> <p>4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws.</p> <p>4 – C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.</p>			<p>“How Does Government Affect Me?” The PBS Kids Democracy Project. 15 September 2015  http://pbskids.org/democracy/govandme/</p> <p><i>How Laws are Made.</i> Ben’s Guide to U.S. Government for Kids. 15 September 2015  http://bensguide.gpo.gov/3-5/lawmaking/example.html</p> <p><i>How Laws are Made.</i> Kids in the House. Office of the Clerk. U.S. House of Representatives. 15 September 2015  http://clerkkids.house.gov/laws/index.html</p> <p><i>I’m just a Bill.</i> Schoolhouse Rock. 15 September 2015  http://www.school-house-rock.com/Bill.html</p> <p><i>*Inside the Voting Booth.</i> PBS Kids Democracy Project. 15 September 2015  http://pbs.org/democracy/kids/vote</p> <p>Krull, Kathleen. <i>A Kid’s Guide to America’s Bill of Rights</i>. NY: Avalon Camelot Books, 1999.</p> <p><i>Learn About Congress.</i> Kids in the House. Office of the Clerk. U.S. House of Representatives. 15 September 2015  http://clerkkids.house.gov/congress/index.html</p> <p><i>The Preamble.</i> School House Rock. 15 September 2015  http://www.school-house-rock.com/Prea.html</p> <p>President For a Day. <i>The PBS Kids Democracy Project</i> 15 September 2015 ://www.pbs.org/democracy/kids/presforaday/index.html</p> <p><i>*The President’s Cabinet.</i> Ben’s Guide to U.S. Government for Kids. 15 September 2015  http://bensguide.gpo.gov/3-5/government/national/cabinet.html</p> <p>Quigley, Charles N. and Ken Rodriguez. <i>We the People</i>. Calabasas, CA: Center for Civic Education, 2003. 22-38, 87-121, 123-130.</p>










Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>C3 Structure and Functions of Government Describe the structure of government in the United States and how it functions to serve citizens.</p> <p>4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers,</p>			<p>Sobel, Syl. <i>The U.S. Constitution and You</i>. New York: Barron's Educational Series, 2001.</p> <p>---. <i>How the U.S. Government Works</i>. Barron's Educational Series, 1999.</p> <p>---. <i>Presidential Elections and Other Cool Facts</i>. Barron's Educational Series, 2001.</p> <p><i>The Three Branches of Government</i>. Congress for Kids. The Dirksen Center. 15 September 2015  http://www.congressforkids.net/Constitution_threebranches.htm</p> <p>TLC Elementary School: Separation of Powers . Discovery Channel School. 2006. United Streaming. 15 September 2015  http://streaming.discoveryeducation.com/</p> <p>This is Our Government. 100% Educational Videos. 2003. United Streaming. 15 September 2015  http://streaming.discoveryeducation.com/</p> <p>Travis, Cathy. <i>The Constitution Translated for Kids</i>. Austin, TX: Ovation Books, 2008.</p> <p>Understanding the Constitution: The Executive Branch. Discovery Education. 2001. United Streaming. 15 September 2015  http://streaming.discoveryeducation.com/</p> <p>Understanding the Constitution: The Judicial Branch. Discovery Education. 2001. United Streaming. 15 September 2015  http://streaming.discoveryeducation.com/</p> <p>Understanding the Constitution: The Legislative Branch. Discovery Education. 2001. United Streaming. 15 September 2015  http://streaming.discoveryeducation.com/</p>










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		<p>checks and balances, Bill of Rights).</p> <p>4 – C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).</p> <p>4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).</p>			<p><i>What Is Government?</i> American Government for Children Video Series. Wynnwood, PA: Schlessinger Media, 2002.</p> <p><u>Teacher Resource</u> Barnes, Peter and Barnes Cheryl. <i>A Mice Way to Learn About Government: A Curriculum Guide</i>. Lorton, VA: VSP Books, 1999.</p> <p><i>The Bill of Rights</i>. National Archives and Records Administration. 15 September 2015  http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html</p> <p><i>Bill of Rights Institute</i>. 15 September 2015  http://www.billofrightsinstitute.org/</p> <p><i>Bush Vetoes Popular Bill</i>. Reuters News. 15 September 2015  http://www.reuters.com/article/healthNews/idUSWAT00819020071003?pageNumber=2&virtualBrandChannel=0</p> <p>*Center for Civic Education. 15 September 2015  http://www.civiced.org/</p> <p>*Civics Lesson Plans. New York Times Learning Network. 15 September 2015  http://www.nytimes.com/learning/teachers/lessons/civics.html</p> <p><i>The Constitution</i>. 15 September 2015  http://www.usconstitution.net/gifs/docs/cpage1.jpg</p> <p><i>Law Day Lessons for Schools</i>. American Bar Association. 15 September 2015  http://www.abanet.org/publiced/lawday/schools/lessons</p> <p><i>Presidential Vetoes</i>. Office of the Clerk. U.S. House of Representatives. 15 September 2015  http://clerk.house.gov/art_history/house_history/vetoes.html</p>











Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>4 – C3.0.4 Describe how the powers of the federal government are separated among the branches.</p> <p>4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).</p> <p>4 – C3.0.6 Describe how the</p>			<p><i>We the People</i>. Calabasas, CA: Center for Civic Education, 2003. pp. 17, 22-27, 29-38, 85-165.</p> <p><u>Resources for Further Professional Knowledge</u> <i>Ben's Guide to U.S. Government Grades 9 – 12</i>. 15 September 2015  http://bensguide.gpo.gov/9-12/index.html</p> <p><i>Citizenship Education</i>.  http://www.ecs.org/html/educationIssues/CitizenshipEducation/CitEdDB_intro.asp</p> <p><i>Civitas</i>. 15 September 2015  http://www.civnet.org/</p> <p><i>National Center for Learning and Citizenship</i>. 15 September 2015  http://www.ecs.org/html/projectsPartners/nclc/nclc_main.htm</p> <p><i>National Alliance for Civic Education</i>. 15 September 2015  http://www.cived.net/</p> <p><i>Structure of the U.S. Government</i>. 15 September 2015  http://www.theusgov.com/</p> <p><i>United States Federal Government</i>. 15 September 2015  http://www.hq.org/usfederal-govt.html</p> <p>* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.</p>








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).</p> <p>Copyright © 2001-2015 State of Michigan</p>			
Unit 6: Rights and Responsibilities of Citizenship <i>(Week 33, 5 Weeks)</i>	Why are rights and responsibilities of citizenship essential to our form of government?	MI: GLCE: Social Studies 4th Grade Civics & Government C2 Values and Principles of American Democracy Understand values and principles of	<ol style="list-style-type: none"> How are rights and responsibilities related? How can citizens work together to improve their government? Why are rights and 	Bill of Rights citizenship civic responsibilities core democratic values individual rights public issues	<p><u>Equipment/Manipulative</u></p> <p>Copies of local and regional newspapers</p> <p>Overhead Projector or Document Camera and Projector</p> <p>Student journal or notebook</p> <p>Two colors of highlighters each student</p> <p><u>Student Resource</u></p> <p><i>*Ben's Guide to U.S. Government for Kids.</i> 17 September 2015  http://bensguide.gpo.gov</p> <p><i>Bill of Rights in the News.</i> Bill of Rights Institute. 17 September 2015  http://www.billofrightsinstitute.org/Teach/News/default.asp</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>American constitutional democracy.</p> <p>4 – C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).</p> <p>C5 Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by</p>	<p>responsibilities of citizenship essential to our form of government?</p>		<p><i>The Bill of Rights.</i> Our Documents. 17 September 2015  http://www.ourdocuments.gov/doc.php?flash=true&doc=13</p> <p>Christelow, Eileen. <i>Vote!</i> New York: Sandpiper Books, 2008.</p> <p>Clayton, Ed. <i>Martin Luther King, the Peaceful Warrior.</i> New York: Simon Pulse Books, 1991 (or other book about Dr. King).</p> <p>Cone, Molly. <i>Come Back, Salmon.</i> New York: Harcourt Books, 1992.</p> <p><i>*First Amendment Heroes: Part C of An Introduction to the First Amendment.</i> Education for Freedom Website. 17 September 2015  http://www.freedomforum.org/packages/first/curricula/educationforfreedom/L01main.htm</p> <p><i>*Inside the Voting Booth.</i> PBS Kids Democracy Project. 17 September 2015  http://pbs.org/democracy/kids/vote</p> <p><i>Issue Guide: Environment.</i> Public Agenda. 17 September 2015  http://www.publicagenda.org/citizen/issueguides/environment</p> <p>Krull, Kathleen. <i>Harvesting Hope: The Story of Cesar Chavez.</i> New York: Harcourt Children's Books, 2003.</p> <p><i>Lead Toy Recalls.</i> 17 September 2015  http://www.leadtoyrecalls.com/</p> <p>Sierra, Judy. <i>Ballyhoo Bay.</i> New York: Simon & Schuster/Paula Wiseman Books, 2009.</p> <p>Stamper, Judith. <i>Save the Everglades.</i> New York: Steck-Vaughn, 1992.</p> <p><i>State News.</i> 17 September 2015  http://www.stateline.org/live/</p> <p><i>Toy Recall Database.</i> 17 September 2015  http://www2.morganton.com/p/content/toy-recall-database-2008/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>participating in government.</p> <p>4 – C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).</p> <p>4 – C5.0.2 Describe the relationship between rights and responsibilities</p>			<p><i>*TLC Elementary School: Understanding Good Citizenship.</i> Discovery Channel School. 2006. United Streaming. 17 September 2015  http://streaming.discoveryeducation.com/</p> <p><u>Teacher Resource</u> <i>America Votes: The Big Picture.</i> Navigating Election Day. League of Women Voters Website. 17 September 2015  http://www.lwv.org</p> <p><i>*Bill of Rights Institute.</i> 17 September 2015  http://www.billofrightsinstitute.org/Teach/freeResources/</p> <p><i>*Center for Civic Education.</i> 17 September 2015  http://www.civiced.org/</p> <p><i>Choice of attire at voting booth at stake in suit.</i> Daily Progress. 17 September 2015  http://www.dailyprogress.com/cdp/news/local/article/choice_of_attire_at_voting_booth_at_stake_in_suit/32617/</p> <p><i>*Civics Lesson Plans.</i> New York Times Learning Center website. 17 September 2015  http://www.nytimes.com/learning/teachers/lessons/civics.html</p> <p><i>Consumer Product Safety Commission.</i> 17 September 2015  http://www.cpsc.gov/</p> <p><i>Consumer Product Safety Improvement Act Signed Into Law.</i> Godfrey and Kahn. 17 September 2015  http://www.gklaw.com/publication.cfm?publication_id=750</p> <p><i>*Create Your Own Notebook on Core Democratic Values.</i> 17 September 2015  http://www.michiganepic.org/coredemocratic/indexb.html</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>es of citizenship.</p> <p>4 – C5.0.3 Explain why rights have limits.</p> <p>4 – C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy.</p> <p>Discourse</p> <p>, Decisions</p> <p>, Ctn Inv</p> <p>P3.1 Identifying and Analyzing Public Issues</p> <p>Clearly state a problem as a public policy issue, analyze various perspectives, and generate</p>			<p><i>*Education for Freedom: Lesson Plans for Teaching the First Amendment.</i> Freedom Forum Website. 17 September 2015  http://www.freedomforum.org/packages/first/curricula/educationforfreedom/index.htm</p> <p><i>The Five Freedoms.</i> First Amendment Schools. 17 September 2015  http://www.firstamendmentschools.org/freedoms/freedomsindex.aspx</p> <p><i>Gas Prices Pump Up Support.</i> Pew Research Center for the People and the Press. 17 September 2015  http://pewresearch.org/</p> <p><i>Handcrafted Toy Makers Fear New Lead Paint Law.</i> Washington Times. 17 September 2015  http://www.washingtontimes.com/news/2008/dec/25/handcrafted-toy-makers-fear-new-lead-paint-law/</p> <p><i>Illinois city shouldn't have silenced man at council meeting.</i> First Amendment Center. 17 September 2015  http://www.firstamendmentcenter.org/news.aspx?id=21055</p> <p><i>Indiana high court: State can sue over political 'robo-calls'.</i> First Amendment Center. 17 September 2015  http://www.firstamendmentcenter.org/news.aspx?id=21053</p> <p><i>Lead in Toys.</i> New York Times. 17 September 2015  http://www.nytimes.com/2007/09/11/business/worldbusiness/11lead.html</p> <p><i>Lead Toy Recalls.</i> 17 September 2015  http://www.leadtoyrecalls.com/</p> <p><i>*McCormick Tribune Freedom Museum.</i> 17 September 2015  http://www.freedommuseum.us/html/</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and evaluate possible alternative resolutions.</p> <p>4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.</p> <p>4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.</p> <p>4 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on</p>			<p><i>Michigan House Reignites Smoking Ban Debate.</i> Michigan News. 17 September 2015  http://www.mlive.com/news/index.ssf/2008/09/michigan_house_reignites_smoki.html</p> <p><i>New Jersey inmate challenges ban on prison preaching.</i> First Amendment Center. 17 September 2015  http://www.firstamendmentcenter.org/news.aspx?id=20960</p> <p><i>Officials Defend Grade Policy.</i> Pittsburg Post Gazette. 17 September 2015  http://www.post-gazette.com/pg/09007/940011-298.stm</p> <p><i>The Pew Research Center.</i> 17 September 2015  http://pewresearch.org/</p> <p><i>Public Agenda.</i> 17 September 2015  http://www.publicagenda.org/</p> <p><i>*Resources for Teachers on Core Democratic Values.</i> 17 September 2015  http://www.classroomhelp.com/lessons/cdv/index.html</p> <p><i>Senate Okays Smoking Ban.</i> Michigan News. 17 September 2015  http://www.mlive.com/news/index.ssf/2008/05/senate_oks_smoking_ban_reactio.html</p> <p><i>Sikh sues judge over demand for turban removal.</i> First Amendment Center. 17 September 2015  http://www.firstamendmentcenter.org/news.aspx?id=19003</p> <p><i>Time Short For About 200 Deer.</i> Detroit Free Press. 17 September 2015  http://m.freep.com/news.jsp?key=378966</p> <p><i>Toy Recall Database:</i> 17 September 2015  http://www2.morganton.com/p/content/toy-recall-database-2008/</p> <p><i>*We the People.</i> Calabasas, CA: Center for Civic Education, 2003. pp. 132-172, 183-196.</p>









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>resolutions to a public policy issue in the United States.</p> <p>P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</p> <p>4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.</p> <p>Copyright © 2001-2015 State of Michigan</p>			<p><i>*What is the State of the First Amendment?</i> Newsweek Education Program and the First Amendment Schools Project. 17 September 2015  http://www.firstamendmentschools.org</p> <p><i>*Yolen, Jane. Letting Swift River Go. Little Brown, 1995.</i></p> <p><u>Resources for Further Professional Knowledge</u> <i>CIRCLE: Center for Information and Research on Civic Learning and Engagement.</i> 17 September 2015  http://www.civicyouth.org/</p> <p><i>Citizenship Education.</i> 17 September 2015  http://www.ecs.org/html/educationIssues/CitizenshipEducation/CitEdDB_intro.asp</p> <p><i>Civitas.</i> 17 September 2015  http://www.civnet.org/</p> <p><i>National Center for Learning and Citizenship.</i> 17 September 2015  http://www.ecs.org/html/projectsPartners/nclc/nclc_main.htm</p> <p><i>National Alliance for Civic Education.</i> 17 September 2015  http://www.cived.net/</p> <p><i>Teaching Students To Discuss Controversial Public Issues.</i> ERIC Digest. 17 September 2015  http://www.ericdigests.org/2002-2/issues.htm</p> <p><i>* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.</i></p>

Social Studies 5 (M)



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
Unit 1: Our Government (Week 1, 3 Weeks)	Why is the federal government organized to give and to limit power?	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 5 Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Why do we have both state and federal governments? 2. How are core democratic values and constitutional principles reflected in our government? 3. How is our government organized to give and to limit power?	checks and balances Constitution federalism government individual rights limited government popular sovereignty purposes of government rule of law separation of powers	1. Have students write an answer to the question: "How is our government organized to limit power?" 2. Construct a Venn diagram that gives examples of the powers delegated to the federal government, powers reserved to the states,	<u>Equipment/Manipulative</u> Chart paper Construction paper Glue or Tape Highlighters Markers or crayons Overhead projector or document camera and projector Scissors, Spiral notebooks or a folder with paper, one per student <u>Student Resource</u> <i>Ben's Guide to U.S. Government for Kids.</i> 17 September 2015 http://bensguide.gpo.gov <i>The Bill of Rights Rap.</i> You Tube. 28 17 September 2015 http://vimeo.com/4803822 http://www.youtube.com/watch?v=KINGYf7pdJE&noredirect=1 <i>How Laws are Made.</i> Kids in the House. Office of the Clerk. U.S. House of Representatives. 17 September 2015 http://kids.clerk.house.gov/grade-school/lesson.html?intID=17 Quigley, Charles N. and Ken Rodriguez. <i>We the People</i> . Calabasas, CA: Center for Civic Education, 2003. 22-38, 123-130. Sobel, Syl. <i>The U.S. Constitution and You</i> . New York: Barron's Educational Series, 2001.

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining</p>			<p>and the powers that are shared by both state and federal government. Use the examples from the Venn diagram to explain in writing the principle of federalism and why some rights remain with the people.</p> <p>3. Construct a poster display that describes the powers of each</p>	<p><i>The Constitution of the United States of America.</i> Ben's Guide to U.S. Government for Kids. 17 September 2015  http://bensguide.gpo.gov/9-12/documents/constitution/index.html.</p> <p><i>TLC Elementary School: Separation of Powers.</i> Discovery Channel School. 2006. United Streaming. 17 September 2015  http://streaming.discoveryeducation.com/.</p> <p><u>Teacher Resource</u> <i>Civics Lesson Plans.</i> New York Times Learning Center Website. 17 September 2015  http://www.nytimes.com/learning/teachers/lessons/civics.html</p> <p><i>The Constitution.</i> U.S. Constitution.net. 6 March 2011. 17 September 2015  http://www.usconstitution.net/gifs/docs/cpage1.jpg</p> <p><i>The Constitution of the United States of America.</i> Ben's Guide to U.S. Government for Kids. 17 September 2015  http://bensguide.gpo.gov/9-12/documents/constitution/index.html</p> <p>Hart, Rachel. <i>Supplemental Materials (Unit 1, Lessons 1-4).</i> Teacher-made material. Oakland Schools, 2012.</p> <p><i>Law Day Lessons for Schools.</i> American Bar Association 17 September 2015  http://www.abanet.org/publiced/lawday/schools/lessons</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>			<p>branch of government and explain s through examples how the system of checks and balances works.</p> <p> SS050104.final REVISED (1).pdf</p>	<p><u>Resources for Further Professional Knowledge</u></p> <p><i>Ben's Guide to U.S. Government Grades 9 – 12.</i> 17 September 2015  http://bensguide.gpo.gov/9-12/index.html</p> <p><i>CIRCLE: Center for Information and Research on Civic Learning and Engagement.</i> Tufts University. 17 September 2015  http://www.civicyouth.org/</p> <p><i>Citizenship Education.</i> 17 September 2015  http://www.ecs.org/html/educationIssues/CitizenshipEducation/CitEdDB_intro.asp</p> <p><i>Civitas.</i> 29 August 2012  http://www.civnet.org/</p> <p>Monk, Linda R. <i>The Words We Live By: Your Annotated Guide to the Constitution.</i> New York: Stonesong Press, 2003.</p> <p><i>National Center for Learning and Citizenship.</i> 17 September 2015  http://www.ecs.org/html/projectsPartners/nclc/nclc_main.htm</p> <p><i>National Alliance for Civic Education.</i> 17 September 2015  http://www.cived.net/</p> <p><i>United States Federal Government.</i> 17 September 2015  http://www.hq.org/usfederal-govt.html</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>Speaking and Listening</p>				




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. MI: GLCE: Social Studies 4th Grade</p>				





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		<p>Civics & Government</p> <p>C1 Purposes of Government</p> <p>Explain why people create governments.</p> <p>4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws.</p> <p>C2 Values and Principles of American Democracy</p> <p>Understand values and principles of American constitutional democracy.</p> <p>4 – C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).</p> <p>C3 Structure and Functions of Government</p>				




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>Describe the structure of government in the United States and how it functions to serve citizens.</p> <p>4 – C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).</p> <p>4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).</p> <p>4 – C3.0.4 Describe how the powers of the federal government are separated among the branches.</p> <p>4 – C3.0.5 Give examples of how the system of checks and balances limits the</p>				







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).</p> <p>5th Grade US History & Geography U3.3 Creating New Government(s) and a New Constitution Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.</p> <p>Grades 5 & 8 5 – U3.3.6 Describe the principle of federalism and how</p>				





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
Unit 2: Three Worlds Meet <i>(Week 4, 6 Weeks)</i>	How did the interaction of three worlds transform human societies?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 5 Reading: Literature</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions</p>	<ol style="list-style-type: none"> How were the worlds of America, Africa, and Europe alike and different? How and why did the three worlds meet? How did Europeans, American Indians, and Africans view 	<p>cause and effect</p> <p>chronology</p> <p>Columbian Exchange</p> <p>cultural diffusion</p> <p>culture</p> <p>empire</p> <p>exploration</p> <p>historical thinking</p> <p>human/environment interaction</p> <p>informational text</p> <p>perspective/point of view</p> <p>region</p> <p>three worlds</p>		<p><u>Equipment/Manipulative</u></p> <p>An example of narrative text such as a story picture book or a chapter book</p> <p>Chart paper</p> <p>Crayons or markers (six different colors)</p> <p>Colored Pencils, Crayons or markers: blue, yellow, green, brown (for each student)</p> <p>Globe</p> <p>Highlighters – at least two per pair of students in different colors</p> <p>Map of North America</p> <p>Overhead projector or document camera/projector</p>





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		<p>of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>Reading: Informational Text</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>the meeting of their three worlds?</p>			<p>Salt and a piece of gold jewelry (optional)</p> <p>Scissors</p> <p>Small amount of peppercorns (one per student) and a peppercorn container</p> <p>Sticky notes</p> <p>Student journal or notebook</p> <p>White construction paper</p> <p>World Map</p> <p><u>Student Resource</u> <i>1492: An Ongoing Voyage</i>. Library of Congress. 18 September 2015  http://www.ibiblio.org/expo/1492.exhibit/Intro.html</p> <p><i>Age of Exploration: Build an Astrolabe</i>. The Mariners' Museum. 18 September 2015  http://www.marinersmuseum.org/education/activity-two-teachers-create-astrolabe</p> <p><i>Ancient West African History Teaching and Learning Modules</i>. Museum of African American History website. 18 September 2015  http://www.charleswrightmuseum.net/history/</p> <p>Berson, Michael J. <i>Horizons: United States History: Beginnings</i>. Orlando: Harcourt School Publishers, 2005. 68-90 (or similar 5th grade Early American History textbook).</p>




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		<p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g.,</p>				<p>Bower, Burt, et al. <i>America's Past</i>, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 (or a similar fifth grade social studies textbook).</p> <p><i>Christopher Columbus Websites</i>. 18 September 2015  http://www.surfnetkids.com/christopher_columbus.htm</p> <p>deRubertis, Barbara. <i>Columbus Day (Holidays and Heroes Series)</i>. NY: Kane Press, 1992.</p> <p><i>*Explorers</i>. Enchanted Learning. (requires subscription) 18 September 2015  http://www.enchantedlearning.com/explorers/indexa.shtml</p> <p><i>*Explorers-in-Residence</i>. National Geographic. 1 August 2011  http://www.nationalgeographic.com/field/grants-programs/explorers-in-residence/</p> <p><i>*Famous Explorers</i>. Kid Info.com. 18 September 2015  http://www.kidinfo.com/American_History/Explorers.html</p> <p><i>*Fritz, Jean. The World in 1492</i>. NY: Henry Holth & Co., 1992.</p> <p>Fritz, Jean. <i>Where Do You Think You're Going, Christopher Columbus?</i> NY: Paperstar Books, 1997.</p> <p><i>Growing up in America Before 1492</i>. Appleseeds Magazine, October, 2005 (Vol.</p>






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		<p>a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content</p>				<p>8 Number 2). Cobblestone Publishing. Available at CobblestoneOnline.net (optional resource)</p> <p><i>Haudenosaunee (Iroquois) Indian Fact Sheet</i>. 18 September 2015  http://bigorrin.org/iroquois_kids.htm</p> <p><i>Interactive Timeline of African History</i>. MAAH website. 18 September 2015  http://www.charleswrightmuseum.net/history/timeline.html</p> <p>Kalman, Bobbie. <i>Life in a Longhouse Village</i>. NY: Crabtree Publishing, 2005 (optional resource).</p> <p>- - -. <i>Life in a Pueblo</i>. Native Nations of North America series. New York, NY: Crabtree Publishing, 2001 (optional resource).</p> <p>- - -. <i>Nations of the Eastern Great Lakes</i>. NY: Crabtree Publishing, 2005. (optional resource).</p> <p>- - -. <i>Nations of the Northwest Coast</i>. Native Nations of North America series. New York, NY: Crabtree Publishing, 2001 (optional).</p> <p>Liestman, Vickie. <i>Columbus Day</i>. NY: Carolrhoda books, 1992.</p> <p><i>*Native American Cultural Regions Map</i>. U-S-History.com. 18 September 2015  http://www.u-s-history.com/natammap.html</p> <p><i>Native Americans: People of the Desert</i>. Peter Matulavich Productions, 2004. Full</p>







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		<p>presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>				<p>Video. 18 September 2015  http://www.discoveryeducation.com</p> <p><i>Native Americans: People of the Forest.</i> Peter Matulavich Productions, 2004. Full Video. 18 September 2015  http://www.discoveryeducation.com</p> <p><i>Native Americans: People of the Northwest Coast.</i> Peter Matulavich Productions, 2004. Full Video. 18 September 2015  http://www.discoveryeducation.com</p> <p><i>People of the Long House: The Iroquois.</i> Discovery Education, 2006. Video Segment. 18 September 2015  http://www.discoveryeducation.com</p> <p><i>Resources for Learning about Christopher Columbus.</i> Social Studies for Kids website. 18 September 2015  http://www.socialstudiesforkids.com/subjects/columbus.htm</p> <p>Roop, Peter and Connie. <i>I, Columbus: My Journal 1492-93.</i> New York: Morrow/Avon, 1991.</p> <p>Shuter, Jane. <i>Ancient West African Kingdoms.</i> History Opens Windows Series. Chicago, IL: Heinemann, 2009 (optional resource).</p> <p><i>*The Vikings.</i> The Viking Network Ireland. 18 September 2015  http://www.ncte.ie/viking/less2.htm</p>





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		<p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and</p>				<p><i>*Vikings: the North America Saga.</i> Smithsonian National Museum of Natural History. 18 September 2015  http://www.mnh.si.edu/vikings/</p> <p>Wisniewski, David. <i>Sundiata: Lion King of Mali</i>. New York: Sandpiper Books, 1999.</p> <p>Yolen, Jane. <i>Encounter</i>. NY: Voyager Books, 1996.</p> <p><u>Teacher Resource</u> <i>1492: An Ongoing Voyage</i>. Library of Congress. 18 September 2015  http://www.ibiblio.org/expo/1492.exhibit/Intro.html</p> <p><i>*Africa in the Classroom</i>. 18 September 2015  http://www.africa.upenn.edu/K-12/chill.html</p> <p><i>Age of Exploration Interactive Website</i>. Mariner's Museum website. 18 September 2015  http://www.marinersmuseum.org/education/age-exploration</p> <p>Bruchac, Joseph. <i>The First Strawberries: A Cherokee Story</i>. NY: Puffin Books, 1998 (optional resource).</p> <p>Cameron, Ann. <i>Orca's Song</i>. NY: Harbor Books, 1987 (optional resource).</p> <p>Cameron, Ann. <i>Raven Goes Berry Picking</i>. NY: Harbor Books, 1991 (optional resource)</p> <p>.</p>






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		<p>accurately through the effective selection, organization, and analysis of content.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly</p>				<p><i>Do All Indians Live in Tipis? Questions and Answers from the National Museum of the American Indian.</i> NY: Harper Paperbacks, 2007.</p> <p>Dominic, Gloria. <i>Song of the Hermit Thrush: An Iroquois Legend.</i> NY: Troll Books, 1998 (optional resource).</p> <p>Drake, James and Palumbo, Joseph. <i>Three Worlds Meet: the Columbian Encounter and Its Legacy.</i> Los Angeles: National Center for History in the Schools, 1992.</p> <p><i>*Early African History Unit.</i> Exploring Africa website. 18 September 2015  http://exploringafrica.matrix.msu.edu/students/curriculum/m7a/</p> <p>Egbo, Carol. <i>Supplemental Materials.</i> Teacher-made material. Michigan Citizenship Collaborative, 2011.</p> <p><i>Elmina Castle, 1481.</i> Africans in America website. 18 September 2015  http://www.pbs.org/wgbh/aia/part1/1p260.html</p> <p><i>Equestrian Figure.</i> Minneapolis Institute of Art website. 18 September 2015  http://www.artsconnected.org/resource/printimage/3814</p> <p><i>*Exploring Africa.</i> 18 September 2015  http://exploringafrica.matrix.msu.edu/students/curriculum/</p>




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		<p>and persuasively.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>MI: GLCE: Social Studies 3rd Grade History H3 History of Michigan (Through Statehood) Use historical thinking to understand the past.</p> <p>3 – H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it</p>				<p>Fleischman, Paul. <i>Joyful Noise: Poems for Two Voices</i>. New York: Harper & Row, 1988 (optional resource).</p> <p>Gies, Joseph and Frances, <i>Life in a Medieval City</i>. New York: Harper & Row, 1969.</p> <p><i>A Historical Look at Native Americans Theme Set</i>. Washington, D. C.: National Geographic Society, 2005.</p> <p><i>How Big is Africa Image and Poster</i>. 18 September 2015  http://www.bu.edu/africa/outreach/materials/handouts/howbig.html</p> <p><i>Iroquois Confederacy Stories</i>. 18 September 2015  http://www.kahonwes.com/iroquois/stories.htm</p> <p>McDermott, Gerald. <i>Coyote: A Trickster Tale from the American Southwest</i>. NY: Sandpiper Books, 1999 (optional).</p> <p>McKissack, Patricia and Frederick. <i>The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa</i>. New York: Henry Holt and Co, 1995.</p> <p>Malotki, Ekkehart. <i>The Magic Hummingbird: A Hopi Folktale</i>. Walnut, CA: Kiva Publishing, 1995 (optional).</p> <p><i>Map of Africa</i>. 18 September 2015  http://www.mongabay.org/images/african.gif</p>


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		<p>happen? Who was involved? How and why did it happen?)</p> <p>5th Grade</p> <p>US History & Geography</p> <p>U1 USHG ERA 1 – Beginings to 1620</p> <p>U1.1 American Indian Life in the Americas</p> <p>Describe the life of peoples living in North America before European exploration.</p> <p>5 – U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (National Geography Standard 1, p. 144)</p>				<p><i>Map of The World</i>. 1507. 18 September 2015  http://www.loc.gov/today/placesinthenews/archive/2009arch/20090513_waldseemuller.html</p> <p><i>Map of The World</i>. 1581. 18 September 2015  http://www.loc.gov/pictures/item/2005692035/</p> <p>National Geographic Theme Set called: <i>A Historical Look at Native Americans</i> (optional).</p> <p>Nichols, Richard. <i>A Story to Tell: Traditions of a Tlingit Community</i>. Minneapolis, Lerner Publishing Group, 1997 (optional resource).</p> <p><i>*North American Ethnographic Collection</i>. American Museum of Natural History Website. 18 September 2015  http://anthro.amnh.org/anthropology/databases/north_public/north_public.htm</p> <p><i>Regions of Africa Map</i>. 1 August 2011  http://en.wikipedia.org/wiki/File:Africa_map_regions.svg</p> <p>Roessel, Monty. <i>Songs from the Loom: A Navajo Girl Learns to Weave</i>. Minneapolis, Lerner Publishing Group, 1995 (optional resource).</p> <p><i>*Starving Sailors Lesson</i>. The Mariners' Museum. 18 September 2015  http://www.marinersmuseum.org/education/activity-eleven-teachers-starving-sailors</p>





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		<p>5 – U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (National Geography Standard 14, p. 171)</p> <p>5 – U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (National Geography Standard 11, p. 164, C, E)</p> <p>U1.2 European Exploration Identify the causes and consequences of European exploration and colonization.</p> <p>Grade 5</p>				<p>Swentzell, Rina. <i>Children of Clay: A Family of Pueblo Potters</i>. Minneapolis, Lerner Publishing Group, 1993 (optional resource).</p> <p><i>*Teaching Resources on Africa</i>. Columbia University Libraries. 1 August 2011  http://www.columbia.edu/cu/lweb/indiv/africa/cuwl/teaching.html</p> <p><i>The bloody massacre perpetrated in King Street, Boston, on Mar. 5, 1770</i>. Colonial Williamsburg Foundation. 18 September 2015  http://www.history.org/history/teaching/enewsletter/volume8/sept09/primsources.cfm</p> <p><i>*Three Worlds Meet</i>. 18 September 2015  http://www.mrburnett.net/threeworlds.html</p> <p><i>*Three Worlds Meet: Defining U.S. Lessons</i>. 18 September 2015  http://chnm.gmu.edu/fairfaxtah/lessons.php?browse=timeperiod&function=find&tpd1=1</p> <p><i>*Three Worlds Meet: Teaching and Learning Resources</i>. 18 September 2015  http://free.ed.gov/subjects.cfm?subject_id=107&toplvl=157</p> <p><i>Trading Through the Desert</i>. 18 September 2015  http://home.intekom.com/southafricanhistoryonline/pages/classroom/pages/projects/grade10/lesson3/05-trading-desert.htm</p>





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		<p>5 – U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. (National Geography Standard 1, p. 144, C)</p> <p>5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (National Geography Standard 13, p. 169, C, E)</p> <p>U1.3 African Life Before the 16th Century Describe the lives of peoples</p>				<p><i>Turtle Island, Fiji</i>. 18 September 2015  http://www.hotelsoftherichandfamous.com/travel/Asia/Fiji/Turtle-Island/Hotels/Turtle-Island</p> <p>US City Home. <i>Michigan Cities</i>. 18 September 2015.  http://www.us-city-home.com/browse/michigan/pop_20000/</p> <p>Vikings Came Before Columbus. <i>Viking Voyages Map</i>. 18 September 2015  http://www.webexhibits.org/vinland/archeological.html</p> <p>*Viola, H. and C. Margolis. <i>Seeds of Change</i>. Washington, DC: Smithsonian Publishing, 1991.</p> <p>*<i>We Are Still Here: Native Americans Today</i>, a series from Lerner Publications Co., 241 First Avenue North, Minneapolis, MN 55401.</p> <p>Zinn, Howard. <i>A People's History of America</i>. New York, New York, USA. HarperCollins Publishers, 1995.</p> <p><u>Resources for Further Professional Knowledge</u> <i>American History Websites</i>. 18 September 2015  http://school.discoveryeducation.com/schrockguide/history/hista.html</p> <p>Calloway, Colin G. <i>New Worlds for All: Indians, Europeans, and the Remaking of Early America</i>. Baltimore: Johns Hopkins University Press, 1997.</p>





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		<p>living in western Africa prior to the 16th century.</p> <p>5 – U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (National Geography Standard 1, p. 144)</p> <p>5 – U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. (National Geography Standard 10, p. 162)</p> <p>U1.4 Three World Interactions Describe the</p>				<p>Cronon, William. <i>Changes in the Land: Indians, Colonists, and the Ecology of New England</i>. New York: Hill and Wang, 1983.</p> <p>Crosby, Alfred W. <i>The Columbian Exchange: Biological and Cultural Consequences of 1492</i>. Westport, Conn.: Greenwood, 1972.</p> <p>Crosby, Alfred W. <i>Ecological Imperialism: The Biological Expansion of Europe, 900-1900</i>. Cambridge: Cambridge University Press, 1986.</p> <p>Diamond, Jared. <i>Guns, Germs, and Steel: The Fates of Human Societies</i>. New York: W.W. Norton, 1997.</p> <p>Digital History. 18 September 2015  http://www.digitalhistory.uh.edu/</p> <p>The Gilder Lehrman Institute of American History. 18 September 2015  http://www.gilderlehrman.org/</p> <p>The History Place. 18 September 2015  http://www.historyplace.com/</p> <p>History Cooperative. 18 September 2015  http://www.historycooperative.org/</p> <p>Making of America. 18 September 2015  http://quod.lib.umich.edu/m/moagrp/</p> <p>Mann, Charles C. <i>1491: New Revelations of the Americas before Columbus</i>. New York: Knopf, 2005.</p>







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		<p>environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.</p> <p>5 – U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (National Geography Standard 10, p. 162)</p> <p>5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (National Geography</p>				<p>Mann, Charles C. <i>1493: Uncovering the New World Columbus Created</i>. New York: Knopf, 2011.</p> <p>Nash, Gary B. <i>Red, White, and Black: The Peoples of Early North America</i>, 4th ed. Upper Saddle River, NJ: Prentice Hall, 2000.</p> <p><i>National Council for History Education</i>. 18 September 2015  http://www.nche.net/</p> <p><i>National History Education Clearinghouse</i>. 18 September 2015  http://teachinghistory.org/</p> <p>Richter, Daniel K. <i>Before the Revolution: America's Ancient Pasts</i>. Cambridge: Harvard University Press, 2011.</p> <p>Taylor, Alan. <i>American Colonies</i>. New York: Penguin, 2001.</p> <p>Thornton, John. <i>Africa and Africans in the Making of the Atlantic World, 1400-1680</i>. Cambridge: Cambridge University Press, 1998.</p> <p><i>Voyages: The Trans-Atlantic Slave Trade Database</i> - 18 September 2015  http://www.slavevoyages.org</p> <p>Wineburg, Sam. <i>Historical Thinking and Other Unnatural Acts</i>. Philadelphia: Temple University Press, 2001.</p>








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		Standard 11, p. 164, E) © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.				* Although not used in the lessons created for this unit, these resources are included to provide meaningful options for teachers.
Unit 3: Colonization and Settlement (Week 10, 6 Weeks)	Why did different colonial regions develop in North America?	MI: GLCE: Social Studies 4th Grade Geography G4 Human Systems Understand how human activities help shape the Earth's surface. 4 – 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. (H) 5th Grade	<ol style="list-style-type: none"> How did the push and pull factors of migration influence the settlement of different colonial regions in North America? How did the geography of North America affect settlement patterns and the economic, political, and cultural development 	cause and effect colonial regions colonization cultural differences diversified economy economic development ethnic diversity migration one-crop economies/ staple-crops political institutions primary and secondary sources representative government role of religion settlement settlement patterns slavery	<ol style="list-style-type: none"> Create a map depicting the natural features of the three colonial regions and explain in writing how those features shaped the economy and culture of each region. Write an 	<u>Equipment/Manipulative</u> 12 X18 drawing paper for constructing the graphic organizer used for assessment Chart paper Color Markers for highlighting – two different colors for each student Glue or glue sticks Map of the Western Hemisphere Overhead Projector or Document Camera and Projector Scissors White construction paper World Map <u>Student Resource</u> *Archiving Early America. 18 September 2015  http://www.earlyamerica.com/









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		<p>US History & Geography</p> <p>U1.2 European Exploration</p> <p>Identify the causes and consequences of European exploration and colonization.</p> <p>Grade 5</p> <p>5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (National Geography Standard 13, p. 169, C, E)</p> <p>U1.4 Three World Interactions</p> <p>Describe the</p>	<p>ent of different colonial regions?</p> <p>3. How did cultural differences and similarities between Europeans and American Indians influence their interactions?</p>		<p>evidentiary-based argument that answers the question: "Why did different colonial regions develop in North America?"</p>	<p>*Berson, Michael J. <i>Horizons: United States History: Beginnings</i>. Orlando: Harcourt School Publishers, 2005 (or similar 5th grade Early American History textbook).</p> <p><i>Big Apple History</i>. PBS Kids Website. 18 September 2015  http://pbskids.org/bigapplehistory/index-flash.html</p> <p>Bower, Burt, et al. <i>America's Past</i>, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. Pp. 61-71.</p> <p>Bulla, Clyde Robert. <i>A Lion to Guard Us</i>. NY: Harper Trophy, 1989. (optional)</p> <p>*<i>The Fort</i>. History Is Fun. 18 September 2015  http://www.historyisfun.org/PDFbooks/JAMESTOWN-Teacher%20with%20pictures%205-8-03.pdf</p> <p>Hacker, Randi. <i>Old New Amsterdam</i>. Time For Kids Readers. Orlando, Florida: Harcourt, Inc., 2002. (optional)</p> <p>Jamestown Online Adventure. History Globe. 18 September 2015  http://www.historyglobe.com/jamestown/</p> <p><i>Journey to a New Life Online Simulation</i>. Exploring Maryland's Roots website. 18 September 2015  http://mdroots.thinkport.org/interactives/newlife/intro.asp</p>







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		<p>environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.</p> <p>5 – U1.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (National Geography Standard 12, p. 167, C, E)</p>				<p>*<i>Jamestown Rediscovery</i>. 18 September 2015  http://www.apva.org/jr.html</p> <p>*<i>The Mayflower Compact</i>. 18 September 2015  http://avalon.law.yale.edu/17th_century/mayflower.asp>.</p> <p>McGovern, Ann. <i>If You Sailed on the Mayflower</i>. New York: Scholastic, 2000. (optional)</p> <p>*<i>Plimoth Plantation</i>. 18 September 2015  http://www.plimoth.org/</p> <p>Van Leeuwen, Jean. <i>Across the Wide Dark Sea: The Mayflower Journey</i>. New York: Dial Books, 1995. (optional)</p> <p><i>Virtual Tours of St. Augustine: Castillo de San Marcos</i>. 18 September 2015  http://www.augustine.com/history/walkingtour.php?tour=5</p> <p>Waters, Kate. <i>On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl</i>. New York: Scholastic, 1996. (optional)</p> <p>- - -. <i>Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy..</i> New York: Scholastic, 1993. (optional)</p> <p>- - -. <i>Sarah Morton's Day: A Day in the Life of a Pilgrim Girl</i>. New York: Scholastic, 1989 (optional)</p>






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		<p>5 – U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (National Geography Standard 10, p. 162, C, E)</p> <p>U2 USHG ERA 2 – Colonization and Settlement (1585-1763)</p> <p>U2.1 European Struggle for Control of North America</p> <p>Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.</p>				<p>- - -. <i>Tapenum's Day: A Wampanoag Indian boy in Pilgrim Times..</i> New York: Scholastic, 1996. (optional)</p> <p>*The Way People Live Series. San Diego, DA: Lucent Books, 1999.</p> <p>Yero, Judith Lloyd. <i>The Mayflower Compact</i>. Documents of Freedom series. Washington, D.C: National Geographic, 2004. (optinal)</p> <p>Yolen, Jane and Heidi Elizabeth Yolen-Stemple. <u>Roanoke Colony: An Unsolved Mystery from History</u>. New York: Simon & Schuster Children's Books, 2002. (optional)</p> <p><i>You are the Historian: Investigating the First Thanksgiving</i>. 18 September 2015  http://www.plimoth.org/education/olc/index_js2.html</p> <p><u>Teacher Resource</u> <i>1657 Comberford Map</i>. University of North Carolina at Chapel Hill. 18 September 2015  http://www.learnnc.org/lp/media/uploads/2008/03/south_part_virginia.jpg</p> <p><i>Ann Hutchinson</i>. Wikipedia School Section. 18 September 2015  http://schools-wikipedia.org/wp/p/Puritan.htm</p> <p><i>Castillo de San Marcos</i>. National Park Service Website. 18 September 2015  http://www.nps.gov/casa/</p> <p><i>Children on the Mayflower</i>. The Pilgrims & Plymouth Colony, 1620. 18 September</p>



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>5 – U2.1.1 Describe significant developments in the Southern colonies, including</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • establishment of Jamestown (National Geography Standard 4, p. 150) • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (National Geography Standard 7, p. 156) • relationships with American Indians (e.g., Powhatan) (National Geography Standard 10, p. 162) 				<p>2015  http://www.rootsweb.com/~mosmd/mfchild.htm</p> <p><i>Colonization Map.</i> National Park Services. 18 September 2015  http://www.nps.gov/nr/travel/kingston/colonization.htm</p> <p>Egbo, Carol. <i>Supplemental Materials (Unit 3, Lessons 1-9)</i>. Teacher-made material. Michigan Citizenship Collaborative, 2011.</p> <p><i>English Settlers in New England.</i> U.S. History Images. 18 September 2015  http://ushistoryimages.com/new-england-colonies.shtm</p> <p><i>Fort New Amsterdam.</i> U.S. History Images. 18 September 2015  http://ushistoryimages.com/new-amsterdam.shtm</p> <p>Fray Franciso Ximenez, <i>Hisgtorica de la Provincia de San Vicente de Chiapas y Guatemala de la Orden de Precicadores</i>, Prologo del Lic. Antonio Illacorta, 1929.</p> <p>*Hakim, Joy. <i>Making Thirteen Colonies: 1600-1740</i>. New York: Oxford, 1999.</p> <p>*The Lost Colony. 18 September 2015  http://thelostcolony.org/For_Educators.htm</p> <p><i>Indentured Servant Ad. The Glasglow Story.</i> 18 September 2015  http://www.theglasgowstory.com/images/TGSE00607_m.jpg</p>






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<ul style="list-style-type: none"> • development of colonial representative assemblies (House of Burgesses) (National Geography Standard 5, p. 152) • development of slavery <p>5 – U2.1.2 Describe significant developments in the New England colonies, including</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • relations with American Indians (e.g., Pequot/King Phillip's War) (National Geography Standard 10, p. 162) • growth of agricultural (small farms) and non-agricultural 				<p>Jamestown Artifacts. Virtual Jamestown. 18 September 2015  http://www.virtualjamestown.org/images/artifacts/jamestown.html</p> <p>James Fort Drawing. Historic Jamestown Rediscovery. 18 September 2015  http://www.apva.org/history/fort.html</p> <p>Jamestown Rediscovery. 18 September 2015  http://www.apva.org/jr.html</p> <p>Jamestown Settlement Teacher Resource Packet. History is Fun. 18 September 2015  http://www.historyisfun.org/PDFbooks/JAMESTOWN-Teacher%20with%20pictures%205-8-03.pdf</p> <p><i>John Smith's 1614 Map of New England.</i> The Pilgrims & Plymouth Colony, 1620. 18 September 2015  http://www.rootsweb.com/~mosmd/nemap.htm</p> <p><i>Manhattan Aerial View.</i> New York School of Medicine. 18 September 2015  http://mdphd.med.nyu.edu/visit/maps-directions/manhattan-aerial-view</p> <p><i>Map of Pennsylvania.</i> Earth Witness. 18 September 2015  http://journal.earthwitness.org/the-ew-journal/2006/12/28/the-first-friends-and-slavery-part-three.html</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>(shipping, manufacturing) economies (National Geography Standard 15, p. 173)</p> <ul style="list-style-type: none"> the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (National Geography Standard 13, p. 169) religious tensions in Massachusetts that led to the establishment of other colonies in New England (National Geography Standard 13, p. 169 C, E) <p>5 – U2.1.3 Describe significant developments in the Middle Colonies, including</p> <ul style="list-style-type: none"> patterns of settlement and control including the impact of 				<p><i>New Amsterdam in 1660.</i> Fulkerson Family Website. 18 September 2015  http://www.fulkerson.org/</p> <p><i>*New France.</i> The Canadian Encyclopedia. 18 September 2015  http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0005701</p> <p><i>New Netherland in 1644.</i> Fulkerson Family Website. 18 September 2015  http://www.fulkerson.org/1644nn.html</p> <p>Occupations of the New World. Virtual Jamestown. 18 September 2015  http://www.virtualjamestown.org/census1a.html</p> <p><i>Pamphlet Introduction.</i> University of North Carolina at Chapel Hill. 18 September 2015  http://www.learnnc.org/lp/editions/nchist-colonial/2043</p> <p><i>Peter Schaghen Letter.</i> New Netherland Institute. 18 September 2015  http://www.nnp.org/nnp/documents/schagen_main.html</p> <p><i>Peter Stuyvesant Tears Up Surrender Papers.</i> 18 September 2015  http://www.sonofthesouth.net/revolutionary-war/colonies/new-netherland.htm</p> <p><i>Roger Williams.</i> Freedom: A History of US. 18 September 2015 </p>






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>geography (landforms and climate) on settlement (National Geography Standard 12, p. 167)</p> <ul style="list-style-type: none"> the growth of Middle Colonies economies (e.g., breadbasket) (National Geography Standard 7, p. 156) The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies immigration patterns leading to ethnic diversity in the Middle Colonies (National Geography Standard 10, p. 162, C, E) <p>5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (National</p>				<p>http://www.pbs.org/wnet/historyofus/web03/features/bio/B05_2.html</p> <p><i>Royal Charter for Georgia</i>. Georgia Info. 18 September 2015  http://georgiainfo.galileo.usg.edu/tdgh-apr/apr21.htm</p> <p><i>Seal of New Netherlands</i>. New York State Education Department. 18 September 2015  http://www.p12.nysed.gov/ciai/chf/elemhudson/hudsonelemclass.html</p> <p><i>Thomas Hooker and His People</i>. Wikipedia. 18 September 2015  http://en.wikipedia.org/wiki/File:Mr_Thomas_Hooker_&_His_People_travelling_1636.jpg</p> <p><i>Virtual New Amsterdam</i>. New Amsterdam History Center. 18 September 2015  http://www.newamsterdamhistorycenter.citymax.com/page/page/1846100.htm</p> <p><i>Wampanoag Country in the 1600s</i>. 18 September 2015  http://www.plimoth.org/education/olc/Map_Wampanoag.pdf</p> <p><i>William Penn Receives the Charter</i>. Life. 18 September 2015  http://www.life.com/image/50698414</p> <p><u>Resources for Further Professional Knowledge</u> Binder, Frederick M. and David M. Reimers. <i>The Way We Lived: Essays and Documents</i></p>






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>Geography Standard 12, p. 167)</p> <p>U2.3 Life in Colonial America Distinguish among and explain the reasons for regional differences in colonial America.</p> <p>5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148)</p> <p>Copyright © 2001-2015 State of Michigan</p>				<p><i>in American Social History</i>. New York: Houghton Mifflin Co., 2003.</p> <p><i>Digital History</i>. 18 September 2015  http://www.digitalhistory.uh.edu/</p> <p>Foner, Eric. <i>The Story of American Freedom</i>. New York: WW Norton & Co., Inc., 1998.</p> <p><i>The Gilder Lehrman Institute of American History</i>. 18 September 2015  http://www.gilderlehrman.org/</p> <p><i>History Cooperative</i>. 18 September 2015  http://www.historycooperative.org/</p> <p><i>The History Place</i>. 18 September 2015  http://www.historyplace.com/</p> <p>Landsman, Ned C. <i>Crossroads of Empire: the Middle Colonies In British North America</i>. Baltimore: Johns Hopkins University Press, 2010.</p> <p>Levy, Barry. <i>Quakers and the American Family: British Settlement in the Delaware Valley, 1650-1765</i>. New York: Oxford University Press, 1988.</p> <p><i>Making of America</i>. 18 September 2015  http://quod.lib.umich.edu/m/moagrp/</p> <p>McWilliams, James E. <i>Building the Bay Colony: Local Economy and Culture in Early Massachusetts</i>. Charlottesville: University of Virginia Press, 2007.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
						<p>Merrell, James H. <i>Into the American Woods: Negotiators on the Pennsylvania Frontier</i>. New York: W.W. Norton, 1999.</p> <p>Merritt, Jane T. <i>At the Crossroads: Indians and Empires on a Mid-Atlantic Frontier, 1700-1763</i>. Chapel Hill: University of North Carolina Press, 2003.</p> <p>Morgan, Edmund S. <i>American Slavery, American Freedom: The Ordeal of Colonial Virginia</i>. New York: W.W. Norton, 1975.</p> <p>Morgan, Edmund S. <i>Visible Saints: The History of a Puritan Idea</i>. New York: New York University Press, 1963.</p> <p>Nash, Gary B. <i>Quakers and Politics: Pennsylvania, 1681-1726</i>. Boston: Northeastern University Press, 1968.</p> <p>National Council for History Education. 18 September 2015  http://www.nche.net/</p> <p>National History Education Clearinghouse. 18 September 2015  http://teachinghistory.org/</p> <p>Weber, David J. <i>The Spanish Frontier in North America</i>. New Haven: Yale University Press, 1992.</p> <p>White, Richard. <i>The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815</i>. Cambridge: Cambridge University Press, 1991.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
						<p>* Although not specifically cited in the lessons for this unit, this resource has been included here to provide meaningful options to teachers.</p>
Unit 4: Life in Colonial America (Week 16, 6 Weeks)	How did life in the three colonial regions set the stage for colonists to join in the cause for independence?	MI: GLCE: Social Studies 5th Grade US History & Geography U2 USHG ERA 2 – Colonization and Settlement (1585-1763) U2.1 European Struggle for Control of North America Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies. 5 – U2.1.1 Describe significant developments in	<ol style="list-style-type: none"> How did economic activities contribute to the significant differences among the colonial regions? How did colonial political experiences influence how colonists viewed their rights and responsibilities? How did the institution of slavery affect colonial development and 	African-American culture colonial self-government economic activities generalizations indentured servants labor force point of view/perspective regional differences royal government slavery staple-crops Triangular Trade		<p><u>Equipment/Manipulative</u> Overhead Projector or Document Camera and Projector</p> <p><u>Student Resource</u> <i>Archiving Early America</i>. 18 September 2015  http://www.earlyamerica.com/</p> <p>Berson, Michael J. <i>Horizons: United States History: Beginnings</i>. Orlando: Harcourt School Publishers, 2005 (or similar 5th grade Early American History textbook).</p> <p><i>Colonial Coins in America</i>. 18 September 2015  http://score.rims.k12.ca.us/score_lessons/market_to_market/pages/ForeignCoins.html</p> <p><i>Colonial Currency</i>. Notre Dame. 18 September 2015  http://www.coins.nd.edu/ColCurrency/</p> <p><i>Colonial Williamsburg Trades</i>. 18 September 2015  http://www.history.org/Almanack/life/trades/tradehdr.cfm</p> <p><i>A Colonial Family and Community</i>. The Henry Ford. 18 September 2015  http://www.thehenryford.org/exhibits/smartfun/colonial/intro/index.html</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>the Southern colonies, including</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • establishment of Jamestown (National Geography Standard 4, p. 150) • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (National Geography Standard 7, p. 156) • relationships with American Indians (e.g., Powhatan) (National Geography Standard 10, p. 162) • development of colonial representative 	<p>life in the colonies?</p>			<p><i>KidZone</i>. Colonial Williamsburg. 18 September 2015  http://www.history.org/kids/games/</p> <p>Lester, Julius. <i>From Slave Ship to Freedom Road</i>. New York: Dial, 1998.</p> <p><i>Living under Enslavement</i>. The Henry Ford. 18 September 2015  http://www.thehenryford.org/exhibits/smartfun/hermitage/open.html</p> <p><i>A Slave Ship Speaks: The Wreck of the Henrietta Marie</i>. Mel Fisher Maritime Heritage Society, Inc. 18 September 2015  http://www.historical-museum.org/exhibits/hm/henmarie.htm</p> <p><i>The Slave Ship Zong</i>. The Transatlantic Slave Trade. 18 September 2015  http://www.antislavery.org/breakingthesilence/main/Activities/04_SlaveShipZong.pdf</p> <p><i>The Virginia House of Burgesses</i>. 18 September 2015  http://www.socialstudiesforkids.com/articles/ushistory/houseofburgesses.htm</p> <p>Yates, Elizabeth. <i>Amos Fortune Free Man</i>. New York: E. P. Dutton, 1950.</p> <p><i>You Be the Historian</i>. Smithsonian National Museum of American History. Hands On History Room.</p> <p><u>Teacher Resource</u> <i>Account of the Middle Passage</i>. Virtual Jamestown. 18 September 2015 </p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>assemblies (House of Burgesses) (National Geography Standard 5, p. 152)</p> <ul style="list-style-type: none"> • development of slavery <p>5 – U2.1.2 Describe significant developments in the New England colonies, including</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • relations with American Indians (e.g., Pequot/King Phillip's War) (National Geography Standard 10, p. 162) • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies 				<p>http://www.virtualjamestown.org/mpassage.html</p> <p><i>Africans in America</i>. PBS/WGBH. 18 September 2015  http://www.pbs.org/wgbh/aia</p> <p><i>Inside a Slave Fort</i>. 18 September 2015  http://www.antislavery.org/breakingthesilence/main/PickandMix/Inside%20a%20Slave%20Fort.doc</p> <p><i>Native American Cultures</i>. 18 September 2015  http://www.sagehistory.net/colonial/topics/nativeam.htm</p> <p><i>Stuff Imported From London</i>. 18 September 2015  http://score.rims.k12.ca.us/score_lessons/market_to_market/pages/JohnGreenhow.html</p> <p>Thomson, Melissa and Ruth Dean. <i>Life in the American Colonies</i>. San Diego: Lucent Books, 1999.</p> <p><i>Triangular Trade Routes</i>. 18 September 2015  http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/index.html</p> <p><u>Resources for Further Professional Knowledge</u> Binder, Frederick M. and David M. Reimers. <i>The Way We Lived: Essays and Documents in American Social History</i>. New York: Houghton Mifflin Co., 2003.</p>




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>(National Geography Standard 15, p. 173)</p> <ul style="list-style-type: none"> the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government <p>(National Geography Standard 13, p. 169)</p> <ul style="list-style-type: none"> religious tensions in Massachusetts that led to the establishment of other colonies in New England <p>(National Geography Standard 13, p. 169 C, E)</p> <p>5 – U2.1.3 Describe significant developments in the Middle Colonies, including</p> <ul style="list-style-type: none"> patterns of settlement and control including the impact of geography (landforms and climate) on 				<p><i>Digital History</i>. 18 September 2015  http://www.digitalhistory.uh.edu/</p> <p>Foner, Eric. <i>The Story of American Freedom</i>. New York: WW Norton & Co., Inc., 1998.</p> <p><i>The Gilder Lehrman Institute of American History</i>. 18 September 2015  http://www.gilderlehrman.org/</p> <p><i>History Cooperative</i>. 18 September 2015  http://www.historycooperative.org/</p> <p><i>The History Place</i>. 18 September 2015  http://www.historyplace.com/</p> <p><i>Making of America</i>. 18 September 2015  http://quod.lib.umich.edu/m/moagrp/</p>





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>settlement (National Geography Standard 12, p. 167)</p> <ul style="list-style-type: none"> the growth of Middle Colonies economies (e.g., breadbasket) <p>(National Geography Standard 7, p. 156)</p> <ul style="list-style-type: none"> The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies immigration patterns leading to ethnic diversity in the Middle Colonies <p>(National Geography Standard 10, p. 162, C, E)</p> <p>U2.2 European Slave Trade and Slavery in Colonial America</p> <p>Analyze the development of the slave system in the</p>				





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>Americas and its impact upon the life of Africans.</p> <p>5 – U2.2.1 Describe Triangular Trade including</p> <ul style="list-style-type: none"> • the trade routes • the people and goods that were traded • the Middle Passage • its impact on life in Africa (National Geography Standards 9, and 11; pp. 160 and 164 E) <p>5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. (National Geography Standard 5, p. 152)</p> <p>5 – U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American</p>				







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>culture. (National Geography Standard 10, p. 162)</p> <p>U2.3 Life in Colonial America</p> <p>Distinguish among and explain the reasons for regional differences in colonial America.</p> <p>5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148)</p> <p>5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173)</p> <p>5 – U2.3.3 Describe colonial life in America from the</p>				





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (National Geography Standard 6, p. 154).</p> <p>5 – U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)</p> <p>5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America. (National Geography Standard 6, p. 154)</p> <p>Copyright © 2001-2015 State of Michigan</p>				









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
Unit 5: Road to Revolution (Week 22, 6 Weeks)	Why did some colonists from different regions join to create an independent nation?	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 5 Reading: Literature 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	1. How did economic issues and political experiences and ideas affect the relationship between Great Britain and the colonies? 2. Why were some colonists unhappy with British rule after the French and Indian War? 3. How and why did people in different colonial regions unite against Great Britain?	authority/power cause and effect chronology conflict imperialism liberty limited government Patriot/Loyalist perspective representative government self-government taxation trade policies		<u>Equipment/Manipulative</u> Chart paper Document Camera or Projector Map of the United States Markers or crayons Tissue boxes, one per student <u>Student Resource</u> * <i>Abigail Adams</i> . Early American Primary Sources Kit. Teacher Created Materials. CA: Huntington Beach, 2005. <i>American Revolution</i> . Kid Info website. 18 September 2015  http://www.kidinfo.com/American_History/American_Revolution.html * <i>Archiving Early America</i> . 18 September 2015  http://www.earlyamerica.com/ Bower, Burt, et al. <i>America's Past</i> , Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010. pp. 133-59, or a similar fifth grade social studies textbook. <i>Fort Necessity</i> . National Park Service. 18 September 2015  http://www.nps.gov/fone/index.htm *Berson, Michael J. <i>Horizons: United States History: Beginnings</i> . Orlando: Harcourt School Publishers, 2005 (or similar 5 th grade Early American History textbook).

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support</p>				<p>Fradin, Dennis Brindell. <i>Let It Begin Here! Lexington and Concord: First Battles of the American Revolution</i>. New York: Walker Books for Young Readers, 2005.</p> <p><i>*The French and Indian War of the 1750s</i>. 18 September 2015  http://www.mccordfamilyassn.com/french.htm</p> <p>Fritz, Jean. <i>Why Don't You Get a Horse, Sam Adams?</i> New York: Putnam Juvenile Press, 1996. (optional)</p> <p><i>History Makers of the American Revolution</i>. History Central. 18 September 2015  http://www.historycentral.com/bio/RevoltBIO/INDEX.html</p> <p><i>Important People of the American Revolution</i>. The American Revolution. 18 September 2015  http://www.theamericanrevolution.org/ipeople.asp</p> <p><i>Intolerable Acts and The First Continental Congress</i>. The American Revolution. University of San Francisco. 1999. 18 September 2015  http://www.usfca.edu/fac_staff/conwell/revolution/congress.htm</p> <p><i>Phillis Wheatley</i>. Early American Primary Sources Kit. Teacher Created Materials. CA: Huntington Beach, 2005. (optional)</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>conclusions drawn from the text.</p> <p>RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Craft and Structure</p> <p>4. Interpret words and</p>				<p><i>*Quigley, Charles N. and Ken Rodriguez. We the People. Calabasas, CA: Center for Civic Education. 2003. 21-24.</i></p> <p>Turner, Ann. <i>Katie's Trunk</i>. New York: Aladdin Paperbacks, 1997. (optional)</p> <p><u>Teacher Resource</u></p> <p><i>*Authority: Foundations of Democracy.</i> Calabasas, CA: Center for Civic Education, 1997. 5-11.</p> <p><i>Colonial Government and the Crown.</i> Eagleton Institute of Politics. Rutgers, the State University of New Jersey.18 September 2015  http://www.revolutionary-war-and-beyond.com/massachusetts-circular-letter-february-11-1768.html</p> <p>Egbo, Carol. <i>Supplemental Materials (Unit 5, Lessons 1-8)</i>. Teacher-made material. Michigan Citizenship Collaborative, 2011.</p> <p><i>Examples of Stamp Act Stamps.</i> The American Revolution Website. 18 September 2015  http://www.arpinphilately.com/blog/what-was-the-stamp-act-of-1765/en/</p> <p><i>Eyewitness Accounts of the Boston Massacre.</i> Historywiz.com. 18 September 2015  http://www.historywiz.com/primarysources/eyewit-boston.htm</p> <p><i>The First Continental Congress.</i> Architect of the Capitol. 18 September 2015 </p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the</p>				<p>http://www.aoc.gov/cc/art/cox_corr/g_exp/first_continental.cfm?closeup=1</p> <p><i>The French and Indian War of the 1750s.</i> McCord Family Association. 18 September 2015  http://www.mccordfamilyassn.com/french.htm</p> <p><i>Glorious News.</i> The American Revolution, 1763-1783. The Learning Page. Library of Congress. 18 September 2015  http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/britref/news.html</p> <p><i>Illustrations of the Boston Massacre.</i> 18 September 2015  http://www.archives.gov/research/arc/</p> <p><i>Illustration of Phillis Wheatley Book.</i> Africans in America. PBS/WGBH. 18 September 2015  http://www.pbs.org/wgbh/aia/part2/2h7b.html</p> <p><i>Join or Die Cartoon.</i> Archiving Early America. 31 18 September 2015  http://www.earlyamerica.com/earlyamerica/firsts/cartoon/snake.html</p> <p><i>Map of Boston Area. American Experience.</i> PBS/WGBH. 18 September 2015  http://www.pbs.org/wgbh/amex/patriotsday/maps/index.html#info1</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>point of view they represent.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the</p>				<p>Moore, Frank. <i>American eloquence: a collection of speeches and addresses: by the most eminent orators of America, Volume 1</i>. D. Appleton and Co., 1857. Page 4. 18 September 2015  http://books.google.com/books?id=I9gYWILfZkgC&printsec=frontcover&dq=bibliogroup:%22American+Eloquence:+a+Collection+of+Speeches+and+Addresses:+By+the+Most+Eminent+Orators+of+America%22&hl=en&sa=X&ei=I-cUT-LxGcnF0AH9hsmLaw&ved=0CDIQ6AEwAA#v=onepage&q=bibliogroup%3A%22American%20Eloquence%3A%20a%20Collection%20of%20Speeches%20and%20Addresses%3A%20By%20the%20Most%20Eminent%20Orators%20of%20America%22&f=false</p> <p><i>No Stamp Act Teapot</i>. 18 September 2015  http://www.worldwideshoppingmall.co.uk/potteryshop/product.asp?productid=1590</p> <p><i>Patrick Henry Speech</i>. Colonial Williamsburg. 18 September 2015  http://www.history.org/almanack/people/bios/pathenryspeech_short.html</p> <p><i>*Paul Revere's Engraving</i>. Archiving America. 18 September 2015  http://www.earlyamerica.com/review/winter96/enlargement.html</p> <p>Winters, Jay. <i>Colonial Voices: Hear Them Speak</i>. New York: Dutton Juvenile, 2008.</p> <p><u>Resources for Further Professional Knowledge</u></p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>approaches the authors take.</p> <p>RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Reading: Foundational Skills</p> <p>Phonics and Word Recognition</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>				<p><i>American History Websites</i>. Discovery Education. 18 September 2015  http://school.discoveryeducation.com/schrockguide/history/hista.html</p> <p><i>Digital History</i>. 18 September 2015  http://www.digitalhistory.uh.edu/</p> <p>Foner, Eric. <i>The Story of American Freedom</i>. New York: WW Norton & Co., Inc., 1998.</p> <p><i>The Gilder Lehrman Institute of American History</i>. 18 September 2015  http://www.gilderlehrman.org/</p> <p><i>History Cooperative</i>. 18 September 2015  http://www.historycooperative.org/</p> <p><i>The History Place</i>. 18 September 2015  http://www.historyplace.com/</p> <p>Kruman, Marc W. <i>Between Authority and Liberty: State Constitution Making in Revolutionary America</i>. Chapel Hill: University of North Carolina Press, 1997.</p> <p><i>Making of America</i>. 18 September 2015  http://quod.lib.umich.edu/m/moagrp/</p> <p><i>National Council for History Education</i>. 18 September 2015  http://www.nche.net/</p> <p><i>National History Education Clearinghouse</i>. 18 September 2015  http://teachinghistory.org/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>Fluency</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with</p>				<p>* Although not specifically cited in the lessons for this unit, this resource has been included to provide meaningful options for teachers.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>reasons and information.</p> <p>W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>W.5.1b. Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1d. Provide a concluding statement or section related to the opinion presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the</p>				




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>				


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		<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>				








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>MI: GLCE: Social Studies 5th Grade US History & Geography U3 USHG ERA 3 Revolution and the New Nation (1754 - 1800) U3.1 Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.</p> <p>5 – U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (National Geography Standard 13 p. 169 C, E)</p>				








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</p> <p>5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p> <p>5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).</p>				







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p> <p>5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
Unit 6: The	How did colonial experie	MI: GLCE: Social Studies	1. How did the colonists	<i>Declaration of Independence</i>		<u>Equipment/Manipulative</u> Overhead Projector or Document Camera and Projector







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
American Revolution (Week 28, 6 Weeks)	nce and ideas about government influence the creation of a new nation?	5th Grade US History & Geography U3 USHG ERA 3 Revolution and the New Nation (1754 - 1800) U3.1 Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution. 5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). 5 – U3.1.5 Use the Declaration of Independence to explain why the	justify their right to rebel? 2. In what ways was the American Revolution a war of ideas? 3. How did people influence the course of the war?	government by consent military advantages and disadvantages Patriot / Loyalist revolution right of revolution sovereignty treaty turning point tyranny unalienable rights		<p><u>Student Resource</u> <i>1776: The Movie, Director's Cut.</i> DVD. Hunt, Peter H., Director. Sony Pictures Home Entertainment. 1972. 2002.</p> <p><i>Abigail Adams.</i> Early American Primary Sources Kit. Teacher Created Materials. CA: Huntington Beach, 2005.</p> <p><i>American Revolution.</i> Kid Info website. 18 September 2015  http://www.kidinfo.com/American_History/American_Revolution.html</p> <p><i>The American Revolution.</i> 18 September 2015  http://www.theamericanrevolution.org/ipeople.asp</p> <p><i>American Revolution Biographies.</i> The American Revolution. 18 September 2015  http://www.americanrevolution.com/Biographies.htm</p> <p>Berson, Michael J. <i>Horizons: United States History: Beginnings.</i> Orlando: Harcourt School Publishers, 2005 (or similar 5th grade Early American History textbook).</p> <p>Bial, Raymond. <i>Where Washington Walked.</i> NY: Walker and Company, 2005.</p> <p>Chandra, Deborah. <i>George Washington's Teeth.</i> NY: Farrar, Straus and Giroux, 2003.</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>colonists wanted to separate from Great Britain and why they believed they had the right to do so.</p> <p>5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p> <p>5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative</p>				<p>Fritz, Jean. <i>Can't You Make Them Behave, King George?</i> New York: Putnam Juvenile, 1996.</p> <p>-- -. <i>George Washington's Breakfast</i>. NY: Putnam Juvenile, 1998.</p> <p>-- -. <i>Will You Sign Here, John Hancock</i>. New York: Putnam Juvenile, 1997.</p> <p>Hakim, Joy. <i>From Colonies to Country: 1710-1791</i>. New York: Oxford, 1999.</p> <p>Harness, Cheryl. <i>George Washington</i>. Washington, D.C.: National Geographic Children's books, 2000.</p> <p>Ingram, Scott. <i>The Battle of Bunker Hill</i>. San Diego, CA: Blackbirch Press, 2004.</p> <p><i>People of the Revolution</i>. ThinkQuest USA. 2003. 3 Sept. 2008</p> <p>St. George, Judith. <i>The Journey of the One and Only Declaration of Independence</i>. New York: Philomel Publishing, 2005.</p> <p>Turner, Ann. <i>Katie's Trunk</i>. New York: Aladdin Paperbacks, 1997.</p> <p><u>Teacher Resource</u> <i>Anticipation/Reaction Guide</i>. North Central Regional Educational Laboratory. 18 September 2015  http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1anti.htm</p> <p><i>Biography</i>. George Washington: Founding Father. Videocassette. New York: A&E Home Video, 1995.</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>government) influenced the decision to declare independence.</p> <p>U3.2 The American Revolution and Its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.</p> <p>5 – U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (National Geography Standard 4, p.150, E)</p> <p>5 – U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown</p>				<p><i>Conflict and Revolution: 1775 to 1776.</i> The History Place – American Revolution. 18 September 2015  http://www.historyplace.com/unitedstates/revolution/revwar-75.htm</p> <p><i>Declaration of Independence: Right to Institute New Government. Fragment of Earliest Draft.</i> Thomas Jefferson. 18 September 2015  http://www.loc.gov/exhibits/jefferson/jeffdec.html</p> <p><i>Ethan Allen and the Taking of Fort Ticonderoga.</i> 18 September 2015  http://www.archives.gov/education/lessons/revolution-images/images/ethan-allen.gif</p> <p><i>From the Diary of Albigeance Waldo. Surgeon at Valley Forge, 1777.</i> From Revolution to Reconstruction. 18 September 2015  http://odur.let.rug.nl/~usa/D/1776-1800/war/waldo.htm</p> <p><i>George Washington Picture Gallery. The History Place.</i> 18 September 2015  http://www.historyplace.com/unitedstates/revolution/wash-pix/gallery.htm</p> <p><i>Henry Knox.</i> American Revolution. 18 September 2015  http://www.americanrevolution.com/HenryKnox.htm</p> <p><i>The Horse America.</i> British Cartoon. Library of Congress. 18 September 2015 </p>






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>in the American Revolution.</p> <p>5 – U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.</p> <p>5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (National Geography Standard 13, p. 169, C)</p> <p>Copyright © 2001-2015 State of Michigan</p>				<p>http://lcweb2.loc.gov/pp/pphome.html (Type "The horse America" in the search field).</p> <p><i>How to Make Invisible Ink.</i> 18 September 2015  http://www.iit.edu/~smile/ch9602.html</p> <p><i>Jefferson's Writing Desk.</i> 18 September 2015  http://www.loc.gov/exhibits/jefferson/images/vc30.jpg</p> <p><i>Letters from Valley Forge.</i> American Revolution.Org. 18 September 2015  http://www.americanrevolution.org/vlyfrgeltrs.html</p> <p><i>Maps of the Battle of Saratoga.</i> The American Revolution. 18 September 2015  http://www.americanrevolution.com/BattleofSaratoga.htm</p> <p><i>The Military Journal of George Ewing.</i> Ewing Family History Pages. 18 September 2015  http://www.sandcastles.net/journal2.htm</p> <p><i>North American After 1783.</i> 18 September 2015  http://www.dcn.davis.ca.us/vme/vo/13.html</p> <p>Remarks at the Bicentennial Observance of the Battle of Yorktown in Virginia. University of Texas. 18 September 2015  http://www.reagan.utexas.edu/archives/speeches/1981/101981a.htm</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
						<p>Ritchie, Donald A., et al. "Decision Tree." <i>American History and National Security</i>. Columbus, OH: Ohio State University Mershon Center, 1994. 226.</p> <p><i>Rough Draft of the Declaration</i>. USHistory.org. 18 September 2015  http://www.ushistory.org/declaration/document/rough.htm</p> <p><i>Saratoga: The Tide Turns on the Frontier</i>. National Park Service. Teaching with Historic Places Lesson Plans. 18 September 2015  http://www.cr.nps.gov/nR/twhp/wwwlps/lessons/93saratoga/93saratoga.htm</p> <p><i>Stories from the Revolution</i>. National Park Service. 18 September 2015  http://www.nps.gov/revwar/about_the_revolution/those_fought.html</p> <p><i>Surrender of Cornwallis</i>. National Archives. 18 September 2015  http://archives.gov/education/lessons/revolution-images/images/cornwallis-surrender.gif</p> <p><i>The Surrender of General Burgoyne</i>. National Archives. 18 September 2015  http://archives.gov/education/lessons/revolution-images/images/burgoyne-saratoga.gif</p> <p><i>Treaty of Paris</i>. 18 September 2015  http://archives.gov/education/lessons/revolution-images/images/treaty-of-paris-01.jpg</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
						<p><i>The Unfinished Revolution</i>. 18 September 2015  http://www.nps.gov/revwar/unfinished_revolution/overview.html</p> <p><i>An Unlikely Victory: 1777 to 1783</i>. The History Place – American Revolution. 18 September 2015  http://www.historyplace.com/unitedstates/revolution/revwar-77.htm</p> <p><i>What Made George Washington a Good Military Leader</i>. EdSiteMent. National Endowment for the Humanities. 18 September 2015  http://edsitement.neh.gov/view_lesson_plan.asp?id=527</p> <p><i>Winter at Valley Forge</i>. National Archives. 18 September 2015  http://archives.gov/education/lessons/revolution-images/images/valley-forge.gif</p> <p><u>Resources for Further Professional Knowledge</u></p> <p><i>Digital History</i>. 18 September 2015  http://www.digitalhistory.uh.edu/</p> <p>Foner, Eric. <i>The Story of American Freedom</i>. New York: WW Norton & Co., Inc., 1998.</p> <p><i>The Gilder Lehrman Institute of American History</i>. 18 September 2015  http://www.gilderlehrman.org/</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
						<p><i>History Cooperative</i>. 18 September 2015  http://www.historycooperative.org/</p> <p><i>The History Place</i>. 18 September 2015  http://www.historyplace.com/</p> <p>Kruman, Marc W. <i>Between Authority and Liberty : State Constitution Making in Revolutionary America</i>. Chapel Hill: University of North Carolina Press, 1997.</p> <p><i>Making of America</i>. 18 September 2015  http://quod.lib.umich.edu/m/moagrp/</p> <p><i>National Council for History Education</i>. 18 September 2015  http://www.nche.net/</p> <p><i>National History Education Clearinghouse</i>. 18 September 2015  http://teachinghistory.org/</p>
Unit 7: A New Nation (Week 34, 4 Weeks)	Why is the federal government organized to give and to limit power?	<p>MI: GLCE: Social Studies 5th Grade Discourse, Decisions, Ctn Inv</p> <p>P3.1 Identifying and Analyzing Public Issues</p> <p>Clearly state a problem as a public policy</p>	<p>1. How effectively did the Framers of the Constitution resolve the problems the nation encountered under the Articles of Confederation?</p>	<p>amendment</p> <p>Articles of Confederation</p> <p>Bill of Rights</p> <p>consent of the governed</p> <p>Constitutional Convention</p> <p>federalism</p> <p>Federalists and Anti-Federalists</p> <p>framers</p> <p>limited government</p> <p>public issue</p> <p>U.S. Constitution</p>		<p><u>Equipment/Manipulative</u></p> <p>Overhead Projector or Document Camera and Projector</p> <p><u>Student Resource</u></p> <p>Any class set of textbooks for fifth grade Social Studies, such as:</p> <p>Berson, Michael J. <i>Horizons: United States History: Beginnings</i>. Orlando: Harcourt School Publishers, 2005.</p> <p><i>American History: The Birth of A Nation: The Living Constitution</i>. United Streaming. 21 September 2015 </p>





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.</p> <p>5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.</p> <p>5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.</p>	<p>2. What role did compromise play in constructing the Constitution?</p> <p>3. How did the Framers address the issues of governmental power and individual rights?</p>			<p>http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=B77EAEF0-4D59-4A58-B06F-03E2235B29A4&tabStart=videoSegments</p> <p><i>The Articles of Confederation. Primary Documents in American History.</i> Library of Congress. 21 September 2015  http://www.loc.gov/rr/program/bib/ourdocs/articles.html</p> <p><i>The Articles of Confederation.</i> Liberty Online. 21 September 2015  http://libertyonline.hypermall.com/ArtConfed.html</p> <p><i>Bill of Rights.</i> 21 September 2015  http://www.billofrights.org/</p> <p><i>Centuries of Citizenship: A Constitutional Timeline, 1787-1790.</i> National Constitution Center. 21 September 2015  http://www.constitutioncenter.org/timeline/html/cw01.html</p> <p><i>Centuries of Citizenship: A Constitutional Timeline, 1791-1824.</i> National Constitution Center. 21 September 2015  http://www.constitutioncenter.org/timeline/html/cw03.html</p> <p><i>Charters of Freedom.</i> National Records and Archives Administration. 21 September 2015  http://www.archives.gov/national-archives-experience/charters/charters.html</p> <p><i>Constitution of the United States: A History.</i> The National Archives and Records</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>P3.3 Persuasive Communication About a Public Issue</p> <p>Communicate a reasoned position on a public issue.</p> <p>5 – P3.3.1</p> <p>Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.</p> <p>US History & Geography</p> <p>U3.3 Creating New Government(s) and a New Constitution</p> <p>Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the</p>				<p>Administration. 21, September 2015  http://www.archives.gov/national-archives-experience/charters/constitution_history.html</p> <p><i>The Constitutional Convention.</i> Teaching American History.org. 21 September 2015  http://teachingamericanhistory.org/convention/</p> <p><i>Explore the Constitution.</i> National Constitution Center. 21 September 2015  http://www.constitutioncenter.org/explore/FoRKids/index.shtml</p> <p>Fritz, Jean. <i>Shh! We're Writing the Constitution.</i> NY: G.P Putnam's Sons, 1987.</p> <p>Goldberg, Robert M. and Richard M. Haynes. <i>Unlocking the Constitution and the Declaration of Independence.</i> Bellevue, WA: Globe Book Company, Inc. 1994.</p> <p>Hakim, Joy. <i>Making Thirteen Colonies: 1789-1850.</i> New York: Oxford, 1999.</p> <p><i>The History Place – A New Nation: 1784 to 1790.</i> The History Place. 21 September 2015  http://www.historyplace.com/unitedstates/revolution/rev-nation.htm</p> <p><i>Independence: The Articles of Confederation.</i> Congress for Kids. 21 September 2015  http://www.congressforkids.net/Independence_articles.htm</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>development of the Constitution as a new plan for governing.</p> <p>Grades 5 & 8</p> <p>5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.</p> <p>5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (National Geography Standard 13, p. 169, C)</p> <p>5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.</p> <p>5 – U3.3.4 Describe the issues over</p>				<p><i>A Little Rebellion Now and Then is a Good Thing.</i> Early America.com. 21 September 2015  http://www.earlyamerica.com/review/summer/letter.html</p> <p><i>The Making of the Constitution.</i> Social Studies for Kids. 21 September 2015  http://www.socialstudiesforkids.com/articles/ushistory/makingoftheconstitution3.htm</p> <p><i>The Northwest Ordinance.</i> Early America.com. 21 September 2015  http://www.earlyamerica.com/earlyamerica/milestones/ordinance/</p> <p>Quigley, Charles N. and Ken Rodriguez. <i>We the People</i>. Calabasas, CA: Center for Civic Education. 2003. 40-65, 70-74, 87-121, 133-150.</p> <p><i>Shays' Rebellion and the Constitution.</i> Calliope. 21 September 2015  http://www.calliope.org/shays/shays2.html</p> <p><u>Teacher Resource</u> <i>The Anti-Federalist Papers.</i> Constitution Society. 21 September 2015  http://www.constitution.org/afp/afp.htm</p> <p><i>The Bill of Rights.</i> National Archives and Records Administration. 21 September 2015  http://www.ourdocuments.gov/doc.php?flash=true&doc=13</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three- Fifths Compromise). (National Geography Standard 9, p. 160, C)</p> <p>5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights).</p> <p>5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).</p> <p>5 – U3.3.7 Describe the concern that</p>				<p><i>Centuries of Citizenship: A Constitutional Timeline.</i> National Constitution Center. 21 September 2015  http://www.constitutioncenter.org/timeline/</p> <p><i>The Constitutional Convention: What the Founding Fathers Said.</i> EDSITEment. National Endowment for the Humanities. 21 September 2015  http://edsitement.neh.gov/view_lesson_plan.asp?id=402</p> <p><i>Debate on Ratification.</i> SCORE. 27 June 2008  http://score.rims.k12.ca.us/activity/ratification/</p> <p><i>The Federalist Papers.</i> Founding Fathers Info. 21 September 2015  http://www.foundingfathers.info/federalistpapers/</p> <p><i>The Federalist Papers.</i> Library of Congress. 21 September 2015  http://icreport.loc.gov/home/histdox/fedpapers.html</p> <p><i>The Federalist Papers.</i> From Revolution to Reconstruction. 21 September 2015  http://www.let.rug.nl/usa/D/1776-1800/federalist/fedxx.htm</p> <p><i>“James Madison Explains the Constitution to Thomas Jefferson.”</i> The James Madison Center. James Madison University. 21 September 2015</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
		<p>some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.</p> <p>5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.</p> <p>Copyright © 2001-2015 State of Michigan</p>				<p>Lloyd, Gordon. <i>“Introduction to the Constitutional Convention.”</i> Teaching American History.org. 21 September 2015  http://teachingamericanhistory.org/convention/intro.html</p> <p><i>Teaching with Documents: The Ratification of the Constitution.</i> National Archives and Records Administration. 21 September 2015  http://www.archives.gov/education/lessons/constitution-day/ratification.html</p> <p><u>Resources for Further Professional Knowledge</u> <i>American History Websites.</i> 21 September 2015  http://school.discoveryeducation.com/schrockguide/history/hista.html</p> <p><i>Digital History.</i> 21 September 2015  http://www.digitalhistory.uh.edu/</p> <p>Foner, Eric. <i>The Story of American Freedom.</i> New York: WW Norton & Co., Inc., 1998.</p> <p><i>The Gilder Lehrman Institute of American History.</i> 21 September 2015  http://www.gilderlehrman.org/</p> <p>Hakim, Joy. <i>Freedom, A History of US.</i> New York: Oxford University Press, 2003.</p> <p><i>History Cooperative.</i> 21 September 2015  http://www.historycooperative.org/</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Performance Task / Assessments	Resources
						<p><i>The History Place</i>. 21 September 2015  http://www.historyplace.com/</p> <p>Kruman, Marc W. <i>Between Authority and Liberty : State Constitution Making in Revolutionary America</i>. Chapel Hill: University of North Carolina Press, 1997.</p> <p><i>Making of America</i>. 21 September 2015  http://quod.lib.umich.edu/m/moagrp/</p> <p><i>National Council for History Education</i>. 21 September 2015  http://www.nche.net/</p> <p><i>National History Education Clearinghouse</i>. 21 September 2015  http://teachinghistory.org/</p>







Social Studies 6 (M)











Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
1: Foundations of World Geography <i>(Week 1, 5 Weeks)</i>	How can a global perspective help me understand my world?	MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 MI: Grades 6-8 Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions	1. How can the approaches and perspectives of different social scientists better help us understand our world? 2. How can the five themes of geography help us investigate our world? 3. What makes an issue or problem global in scope?	five themes of geography geographic features geographic inquiry geographic thinking geographic tools and technologies global human vs. physical geography perspective social science fields (anthropology, civics, economics, geography, history, sociology) spatial scales	<u>Equipment/Manipulative</u> Chart paper Computer for PowerPoint presentation Folders (one per student) – for the Global Investigator's Notebooks Globe Highlighters Lined paper for the notebooks Markers Overhead projector or Document Camera/Projector Scissors Student Global Investigator Notebooks <u>Student Resource</u> A present-day map of the world. A student geography textbook such as Wiggins, Grant, et al. My World Geography: Boston, MA: Pearson, 2011. The Geography Guide. Info Please. 21 September 2015. http://www.infoplease.com/spot/99geography1.html Geography Hall of Fame. Fact Monster. 21 September 2015. http://www.factmonster.com/ipka/A0770092.html Highest, Longest, Biggest, Largest, Deepest, Smallest of the World. Geography for School. 21 September 2015.

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>drawn from the text.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>4. Interpret</p>			<p>http://geographyforschool.blogspot.com/2011/12/highest-longest-biggest-largest-deepest.html</p> <p>Mapmaker Interactive. National Geographic. 21 September 2015.  http://education.nationalgeographic.com/education/mapping/interactive-map/?ara=1</p> <p>Smith, David J. If the World Were a Village. Tonawanda, NY: Kids Can Press, 2011.</p> <p>Top 10 Lists about Geography. 21 September 2015.  http://www.top-ten-10.com/science/geography/geography.htm</p> <p>World Geography Facts - Water. Kidz World. 21 September 2015.  http://www.kidzworld.com/article/1751-world-geography-facts-water</p> <p>What is Geography? Royal Geographical Society Website. 21 September 2015.  http://www.rgs.org/geographytoday/what+is+geography.htm</p> <p>What is GIS? YouTube. 21 September 2015.  http://www.youtube.com/watch?v=kEaMzPo1Q7Q</p> <p>What is Global Citizenship? Oxfam Education. 31 July 2012.</p> <p>Teacher Resource</p> <p>Aral Sea Activities. National Geographic. 21 September 2015.  http://www.nationalgeographic.com/familyx/14/aral.html</p>

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		<p>words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse</p>			<p>Collapse: How Societies Choose to Fail or Succeed. Wikipedia. 21 September 2015.  http://en.wikipedia.org/wiki/Collapse_%28book%29</p> <p>The disappearance of the Aral Sea. 21 September 2015  http://www.grida.no/graphicslib/detail/the-disappearance-of-the-aral-sea_1729</p> <p>The Earth Institute. Columbia University. 21 September 2015.  http://www.earth.columbia.edu/articles/view/1788</p> <p>Egbo, Carol, Supplemental Materials (Unit 1, Lessons 1-8). Teacher-made materials. Oakland Schools, 2012. ---. PowerPoint "Unit 1, Lesson 2." Oakland Schools. 23 June 2012. ---. PowerPoint "Unit 1, Lesson 3." Oakland Schools. 16 July 2012. ---. PowerPoint "Unit 1, Lesson 5." Oakland Schools. 23 June 2012</p> <p>For Geography Teachers. Geography World. 21 September 2015.  http://geographyworldonline.com/teach.html</p> <p>Geography & Map Reading Room. Library of Congress. 21 September 2015.  http://www.loc.gov/rr/geogmap/refweb.html</p> <p>Global Problem Lists. Nautilus Institute. 21 September 2015.  http://nautilus.org/gps/probs/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Writing</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			<p>Google Earth Images. Google Earth. 21 September 2015.  http://www.google.com/earth/index.html</p> <p>GIS. Westfield State University. 21 September 2015.  http://www.westfield.ma.edu/prospective-students/academics/geography-and-regional-planning/geographic-information-systems/gis-minor/</p> <p>Globe Examples. 21 September 2015.  http://www.worldglobes.com/</p> <p>How Much is 7 Billion? Kids Post. The Washington Post. 3 August 2012.</p> <p>If the World Were a Village Companion website. Mapping.com. 21 September 2015.  http://www.mapping.com/village.shtml</p> <p>Just how big is 7 billion? CNN World. 21 September 2015.  http://articles.cnn.com/2011-1031/world/world_7-billion_1_global-population-scale-population-reference-bureau?_s=PM:WORLD</p> <p>McNamara Terminal Map. All Airports. Detroit Metropolitan Airport. 31 July 2012.</p> <p>New Zealand Earthquake Causes Widespread Damage. WTVY.com. 21 September 2015.  http://4warnwxteam.com/2010/09/08/new-zealand-earthquake-causes-widespread-damage/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>Research to Build and Present Knowledge</p>			<p>News Stories. BBC. 21 September 2015.  http://www.bbc.com/</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons</p> <p>Photographs of the Aral Sea. Association of American Geographers. 21 September 2015.  http://meridian.aag.org/changingplanet/index.cfm?action=main.module&ionID=1&moduleID=4&pageID=18</p> <p>Rischard, Jean-Francois. High Noon: 20 Global Problems, 20 Years to Solve Them, NY: Basic Books, 2002.</p> <p>The Ten Challenges in the Copenhagen Consensus, 2008. 21 September 2015.  http://www.copenhagenconsensus.com/Default.aspx?ID=955</p> <p>Teacher's Home Page. Education. National Geographic. 21 September 2015.  http://education.nationalgeographic.com/education/?ar_a=1</p> <p>What is a Global Problem? Nautilus Institute. 21 September 2015.  http://nautilus.org/gps/intro/</p> <p>What is GIS? Esri. 21 September 2015.  http://www.esri.com/what-is-gis/index.html</p> <p>World of 7 Billion. Population Connection. 21 September 2015.  http://www.worldof7billion.org/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>9. Draw evidence from literary or informational texts to</p>			<p>For Further Professional Knowledge</p> <p>De Blij, Harm. Why Geography Matters. New York: Oxford Press, 2007.</p> <p>---. The Power of Place. New York: Oxford Press, 2009.</p> <p>Fisher, Chris and Tony Binns, eds. Issues in Geography Teaching. NY: Routledge, 2000.</p> <p>Gersmehl, Phil. Teaching Geography. NY: Guilford Press, 2008.</p> <p>Rischard, J.F. High Noon: 20 Global Problems, 20 Years to Solve Them. NY: Basic Books, 2002.</p> <p> The Geography Guide. Info Please. 31 July 2012.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>support analysis, reflection, and research.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>MI: GLCE: Social Studies 6th Grade History</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>Geography</p> <p>G1 The World in Spatial Terms:</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Geographical Habits of Mind Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking</p> <p>Use maps and other geographic tools to acquire and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>process information from a spatial perspective.</p> <p>Grades 6 & 7</p> <p>6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p>6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>6 – G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>places and regions.</p> <p>6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G1.3.2 Explain the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p>G5.2 Physical and Human Systems Describe how physical and human systems shape patterns on the Earth's surface.</p> <p>6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).</p> <p>Civics & Government</p> <p>C4 Relationship of United States to Other Nations And World Affairs Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.</p> <p>C4.3 Conflict and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Cooperation Between and Among Nations Explain the various ways that nations interact both positively and negatively.</p> <p>6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p> <p>Economics E3.3 Economic Systems Describe how societies organize to allocate resources to</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>produce and distribute goods and services.</p> <p>6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)</p> <p>7th Grade History</p> <p>H1.2 Historical Inquiry and Analysis</p> <p>Use historical inquiry and analysis to study the past.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>Geography</p> <p>G1 The World in Spatial Terms:</p> <p>Geographical Habits of Mind</p> <p>Describe and study the relationships between people,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking</p> <p>Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania , Antarctica).</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>between people, cultures, their environment, and relations within the larger world context.</p> <p>7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes,</p>			

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		<p>knowledge about processes and concepts to study the Earth.</p> <p>7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate</p>			



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		<p>interdependence and accessibility.</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).</p> <p>G5.2 Physical and Human Systems Describe how physical and human systems shape patterns</p>			








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		<p>on the Earth's surface.</p> <p>7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).</p> <p>Civics & Government C4 Relationship of United States to Other Nations And World Affairs Explain that nations interact with one another</p>			








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		<p>through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.</p> <p>C4.3 Conflict and Cooperation Between and Among Nations</p> <p>Explain the various ways that nations interact both positively and negatively.</p> <p>7 – C4.3.3</p> <p>Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty</p>			








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		<p>Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).</p> <p>Economics</p> <p>E3.3</p> <p>Economic Systems</p> <p>Describe how societies organize to allocate resources to produce and distribute goods and services.</p> <p>7 – E3.3.1</p> <p>Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What</p>			







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		<p>should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
2: The World in Spatial Terms <i>(Week 6, 6 Weeks)</i>	How can a global perspective help me understand my world?	MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12	1. What factors should we consider when using maps	climate distortion geographic representations global global grid human/environment interaction human vs. physical geography/features	<u>Equipment/Manipulative</u> A Basketball Blank paper Chart paper Computer and Projector, Overhead Projector or Document Camera/Projector or Smart Board







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>MI: Grades 6-8</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine central ideas</p>	<p>and why?</p> <p>2. How and why do people organize (categorize or regionalize) the world to study global issues or problems?</p> <p>3. How do the physical (natural) features and physical processes of Earth present challenges and opportunities for human societies?</p> <p>4. How and why does a natural</p>	<p>map projection</p> <p>natural disasters</p> <p>natural hazards</p> <p>natural or physical processes</p> <p>perspective</p> <p>region</p> <p>spatial patterns</p> <p>spatial scales</p>	<p>Computers and Internet Access for Student Research for Lesson 9</p> <p>Global Investigator's Notebook</p> <p>Globe</p> <p>Highlighters</p> <p>Markers, colored pencils or crayons (3 different colors per student)</p> <p>One world map per student from a textbook, atlas or printed copy</p> <p>Overhead transparencies and transparency markers</p> <p>Sample Travel Brochures</p> <p>Scissors</p> <p>Some wrapping paper and tape</p> <p><u>Student Resource</u> 2010 Haiti Earthquake. Wikipedia. 21 September 2015  http://en.wikipedia.org/wiki/2010_Haiti_earthquake#Tsunami</p> <p>A student geography textbook such as Wiggins, Grant, et al. <i>My World Geography</i>: Boston, MA: Pearson, 2011, pp. 2-43, 770,775-781, 835, 884-85.</p> <p>Borgna, Brunna. <i>The Geography Guide</i>. 21 September 2015 </p>





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how</p>	<p>hazard become a global natural disaster ?</p>		<p>http://www.infoplease.com/spot/99geography1.html</p> <p><i>The Degree Confluence Project</i>. 2008. 21 September 2015  http://www.confluence.org</p> <p><i>Fast Facts: Haiti Earthquake</i>. Fox News. 21 September 2015  http://www.foxnews.com/world/2010/01/13/fast-facts-haiti-earthquake/</p> <p><i>Forces of Nature</i>. National Geographic. 21 September 2015  http://environment.nationalgeographic.com/environment/natural-disasters/forces-of-nature/</p> <p><i>Foreign Policy: The Shaky Inequality Of Earthquakes</i>. National Public Radio. 21 September 2015  http://www.npr.org/2011/03/15/134564050/foreign-policy-the-shaky-inequality-of-earthquakes</p> <p><i>Geography Hall of Fame</i>. Pearson Education, Inc. 21 September 2015  http://www.factmonster.com/ipka/A0770092.html</p> <p><i>Google Maps</i>. 21 September 2015  http://www.maps.google.com</p> <p><i>Haiti: America's Response to the Tragedy</i>. 21 September 2015  http://slncj2011.blogspot.com/2011/04/differences-between-haitian-and.html</p>









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		<p>specific word choices shape meaning or tone.</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs,</p>			<p><i>Haiti Earthquake</i> 2010. Oxfam International. 21 September 2015  http://www.oxfam.org/haitiquake</p> <p><i>Haiti Earthquake Facts and Figures</i>. Disasters Emergency Committee. 21 September 2015  http://www.dec.org.uk/haiti-earthquake-facts-and-figures</p> <p><i>Honsu, Japan Tsunami Global Propagation</i>. YouTube. 21 September 2015  http://www.youtube.com/watch?v=YQgJof0u_b&lr=1&uid=RvjyVFLdCHZ6EVeOk1a4w</p> <p>How Far is it? InfoPlease.com. 21 September 2015  http://www.infoplease.com/atlas/calculate-distance.html</p> <p><i>Interactive Tsunami Map</i>. National Oceanic and Atmospheric Administration. 21 September 2015  http://nctr.pmel.noaa.gov/database_devel.html</p> <p><i>Japan Earthquake Facts and Figures</i>. Disaster Recovery Journal. 21 September 2015  http://www.drj.com/japan-earthquake-and-tsunami-facts-and-figures.html</p> <p><i>Japan Earthquake Key Facts and Figures</i>. Washington Post. 21 September 2015  http://voices.washingtonpost.com/blog-post/2011/03/crisis_in_japan_key_facts_and.html</p> <p><i>Japan Earthquake and Tsunami Factbox</i>. Telegraph. World News. 21 September 2015</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>videos, or maps) with other information in print and digital texts.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims</p>			<p> http://www.telegraph.co.uk/news/worldnews/asia/japan/9116636/Japan-earthquake-and-tsunami-factbox.html</p> <p><i>Landforms</i>. 21 September 2015  http://www.edu.pe.ca/southernkings/landforms.htm</p> <p><i>Latitude and Longitude Finder</i>. Info Please.com. 21 September 2015  http://www.infoplease.com/atlas/latitude-longitude.html(optional)</p> <p><i>Maps Relating to the March 2011 Japan Earthquake</i>. United States Geological Survey. 21 September 2015  http://earthquake.usgs.gov/earthquakes/eqinthenews/2011/usc0001xgp/#maps</p> <p><i>McArthur's Universal Corrective Map of the World</i>. YouTube. 21 September 2015  http://www.youtube.com/watch?v=QYuV4eOVz38</p> <p><i>National Geographic: Environment</i>. 21 September 2015  http://environment.nationalgeographic.com/environment/?source=NavEnvHome</p> <p>Shrivastava, Salabh. <i>Highest, Longest, Biggest, Largest, Deepest, Smallest of the World</i>. Geography for School. 21 September 2015 </p>








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		<p>in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text,</p>			<p>http://geographyforschool.blogspot.com/2011/12/highest-longest-biggest-largest-deepest.html</p> <p><i>Top 10 Lists: Geography.</i> Top Ten 10. 21 September 2015  http://www.top-ten-10.com/science/geography/geography.htm</p> <p><i>Voices: From Haiti to Japan. A Tale of Two Disaster Recoveries.</i> Earth Magazine. 21 September 2015  http://www.earthmagazine.org/article/voices-haiti-japan-tale-two-disaster-recoveries</p> <p><i>What a Difference a Government Makes: Japan's Earthquake.</i> Relief Web. 21 September 2015  http://reliefweb.int/report/japan/what-difference-government-makes-japans-earthquake</p> <p><i>World Geography Facts-Water.</i> 21 September 2015  http://www.kidzworld.com/article/1751-world-geography-facts-water</p> <p>Teacher Resource <i>2004 Tsunami.</i> World Atlas. 21 September 2015  http://www.worldatlas.com/aatlas/infopage/tsunami.htm</p> <p><i>2011 Japan Earthquake and Tsunami.</i> Teaching Geoscience with Visualizations. Science Education Resource Center at Carleton College. 8 Sept. 2012</p> <p><i>2011 Japan Earthquake Epicenter.</i> Free World Maps. 21 September 2015 </p>






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		<p>using credible sources.</p> <p>WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1d. Establish and maintain a formal style.</p> <p>WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development,</p>			<p>http://www.freeworldmaps.net/asia/japan/earthquake-2011-03.html</p> <p>Afro-Eurasia Centered Map. 9 Sept 2012</p> <p><i>Airports Closed.</i> The Guardian. 15 April 2010. 21 September 2015  http://www.guardian.co.uk/world/2010/apr/15/airports-closed-volcanic-ash-iceland</p> <p><i>Alaska Resident Finds Basketball.</i> Kyodo News. May, 2012.</p> <p><i>Alaska Returns Basketball Washed Away By Tsunami to Middle School in Japan.</i> Huffington Post. 13 June 2012. 21 September 2015  http://www.huffingtonpost.com/2012/06/13/basketball_tsunami_n_1594284.html</p> <p><i>Antarctica With and Without Ice.</i> 9 Sept 2012</p> <p><i>Cat Species World Regions.</i> 21 September 2015  http://www.bigcats.com/cat-species-by-world-regions</p> <p><i>Countries in Two Hemisphere.</i> World Atlas. 21 September 2015  http://www.worldatlas.com/aatlas/infopage/eastwestco.htm</p> <p><i>Countries the Equator Passes Through.</i> World Atlas. 21 September 2015  http://www.worldatlas.com/aatlas/newart/locator/equator.htm</p> <p><i>Deserts Map.</i> National Geographic. 21 September 2015 </p>








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>WHST.6-8.7. Conduct short</p>			<p>http://environment.nationalgeographic.com/environment/habitats/desert-map/</p> <p><i>Earthquakes Fact Sheet.</i> 21 September 2015.  http://ict.sopac.org/VirLib/EI0010.pdf</p> <p><i>Effects of Tornadoes.</i> Miami University. 22 September 2012 Egbo, Carol. <i>Supplemental Materials (Unit 2, Lessons 1-9).</i> Teacher-made materials. Oakland Schools, 2012</p> <p>--- . <i>PowerPoint (Unit 2, Lessons 1-5, 7-9).</i> Teacher-made materials. Oakland Schools, 2012.</p> <p><i>Elevation Map of Iceland.</i> Global Warming Science. 21 September 2015  http://www.appinsys.com/globalwarming/RS_Iceland.htm</p> <p><i>Former Principal Gives Presentation.</i> Daily Astorian. 10 May 2012. 23 September 2012</p> <p>Furuti, Carlos. <i>Map Projections Summary.</i> 21 Sept 2015  http://www.progonos.com/furuti/MapProj/Normal/ProjTbl/projTbl.html</p> <p><i>Global Incident Viewer.</i> Economic and Social Research Institute. Ireland. 22 September 2012</p> <p><i>Grasslands Map.</i> National Geographic. 21 Sept 2015  http://environment.nationalgeographic.com/environment/habitats/grassland-map/</p>









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		<p>research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search</p>			<p><i>Google Maps</i>. 21 Sept. 2015  http://www.maps.google.com.</p> <p><i>The Great Globe Gallery: Mountains of the World</i>. 21 Sept 2015  http://www.staff.amu.edu.pl/~zbzw/glob/glob20aa.htm</p> <p><i>The Great Globe Gallery: Volcanoes of the World</i>. 21 Sept 2015  http://www.staff.amu.edu.pl/~zbzw/glob/glob28d2.htm</p> <p>Heatwole, Charles. <i>Geography for Dummies</i>. New York NY: Hunger Minds Publishing, 2002</p> <p><i>Iceland Volcano</i>. Wall Street Journal. 21 September 2015  http://topics.wsj.com/subject/I/iceland-volcano/6048</p> <p><i>Japan Basketball Washes Up in Alaska</i>. MSNBC. 21 Sept. 2015  http://video.msnbc.msn.com/nightly-news/47572081#47572081</p> <p><i>Japan Maps</i>. Perry-Castaneda Library Map Collection. 21 Sept. 2015  http://www.lib.utexas.edu/maps/japan.html</p> <p><i>Japan: Physical Features</i>. 21 Sept 2015  http://geography.howstuffworks.com/asia/geography-of-japan1.htm</p> <p><i>Land Use in Japan</i>. University of Texas Library. 21 Sept. 2015 </p>







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		<p>terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>10. Write routinely over</p>			<p>http://www.lib.utexas.edu/maps/middle_east_and_asia/japan_land_1971.jpg</p> <p><i>Major River Basins of the World.</i> 21 Sept 2015  http://www.siswebs.org/water/story.php?title=Major_river_basins_of_the_world</p> <p><i>Map – Countries Most Threatened by Tsunamis.</i> CNN. 21 Sept. 2015  http://ibnlive.in.com/news/map-countries-most-threatened-by-tsunamis/24785-2.html</p> <p><i>Maps and Information on the Earthquake and Tsunami.</i> World Press. 21 Sept. 2015  http://eternian.wordpress.com/2011/03/11/over-200-earthquakes-hit-japan/</p> <p><i>Maps and References.</i> University of Iowa. 8 Sept. 2012</p> <p><i>Map of Europe.</i> 21 Sept 2015  http://go.hrw.com/atlas/norm_hm/europe.htm</p> <p><i>Maps of Japan.</i> Hoeckmann. 21 Sept. 2015  http://www.hoeckmann.de/karten/asien/japan/index-en.htm</p> <p><i>Map of Kiribati.</i></p> <p><i>Map of Tsunami Threat Zones.</i> 21 Sept. 2015  http://www.tsunami-alarm-system.com/en/index.html</p> <p><i>McArthur's Universal Corrective Map of the World.</i> 9 Sept 2012</p>





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>MI: GLCE: Social Studies 6th Grade Geography G1 The World in Spatial Terms:</p>			<p><i>Miracle Basketball.</i> Japan Daily Press. June 14, 2012. 21 Sept. 2015  http://japandailypress.com/miracle-basketball-school-in-ivate-gets-back-its-basketball-after-tsunami-washed-it-ashore-alaska-1442066</p> <p><i>Mississippi River Floods and Organic Farms.</i> 21 Sept 2015  http://www.infozine.com/news/stories/op/storiesView/sid/47621.</p> <p><i>Modern Distribution of World Religions.</i> 21 Sept 2015  http://www.wadsworth.com/religion_d/special_features/popups/maps/matthews_world/content/map_01.html</p> <p><i>Most Northern, Southern, Eastern and Western States.</i> World Atlas. 21 Sept 2015  http://www.worldatlas.com/aatlas/infopage/nsewusa.htm</p> <p><i>National Assessment of Educational Progress: Geography.</i> NEAP. 21 Sept. 2015  http://nces.ed.gov/nationsreportcard/geography/</p> <p><i>National and International Politics: Projecting Maps and Making Representations.</i> Pacific Centered Map. University of Minnesota. 21 Sept 2015  http://globalrem.umn.edu/teachingmodules/the-mes/national.php?entry=138713</p> <p><i>National Atlas Time Zones Map.</i> 21 Sept 2015  http://en.wikipedia.org/wiki/File:National-atlas-timezones-2006.gif</p>


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Geographical Habits of Mind</p> <p>Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context.</p> <p>Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment.</p> <p>Identify and access information, evaluate it</p>			<p><i>Natural Hazards: Causes and Effects.</i> University of Wisconsin. 21 September 2015  http://epdfiles.engr.wisc.edu/dmcweb/BB02NaturalHazardsCausesandEffects.pdf</p> <p><i>North and South America.</i> 21 Sept 2015  http://www.juki.co.jp/industrial_e/network_e/amERICA.html</p> <p><i>The North Compared to the South.</i> The Peters Projection: An Area Accurate Map. 9 Sept 2012</p> <p><i>Northern Hemisphere.</i> 21 Sept 2015  http://upload.wikimedia.org/wikipedia/commons/e/e4/Northern_Hemisphere_LamAz.png</p> <p><i>North-South Divide.</i> 21 Sept 2015  http://en.wikipedia.org/wiki/North%E2%80%93South_divide</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons</p> <p><i>Occurrence of Tsunami Worldwide.</i> Tsunami Alarm System. 15 Sept. 2015  http://www.tsunami-alarm-system.com/en/phenomenon-tsunami/phenomenon-tsunami-occurrences.html</p> <p><i>Ocean Currents Map.</i> Science Education through Earth Observation for High Schools. 15 Sept. 2015</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking</p> <p>Use maps and other geographic tools to acquire and</p>			<p> http://www.seos-project.eu/modules/oceancurrents/oceancurrents-c02-p03.html</p> <p><i>Parts of a Map.</i> Slide Share. 21 Sept. 2015  http://www.slideshare.net/TriciaMowat/geo-skills-2-parts-of-a-map</p> <p><i>Peters Projection Map.</i> 21 Sept 2015  http://cultivatedpages.files.wordpress.com/2008/08/gall-peters2.jpg</p> <p><i>Physical Map of Japan.</i> Free World Maps. 21 Sept. 2015  http://www.freeworldmaps.net/asia/japan/index.html</p> <p><i>Regions of the United States.</i> 9 Sept 2012</p> <p><i>Regions of the World Most Prone to Tornadoes.</i> Lacey's Geography Blog. 21 September 2015  http://laceysgeographyblog.blogspot.com/</p> <p>Rosenburg, Matt. <i>Peters Projection vs. Mercator Projection.</i> About.com. 9 Sept 2012</p> <p>Snyder, John P. <i>Chapter 6: Enlarging the Heart of a Map.</i> Figure 6.5. 21 Sept 2015  https://courseware.education.psu.edu/projection/</p> <p><i>Southern Hemisphere of the Earth: Lambert Azimuthal Projection.</i> 21 Sept 2015  http://commons.wikimedia.org/wiki/File:Southern_Hemisphere_LamAz.png</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>process information from a spatial perspective.</p> <p>Grades 6 & 7</p> <p>6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the</p>			<p><i>Tectonic Plates of Iceland</i>. Wikimedia. 21 September 2015  http://upload.wikimedia.org/wikipedia/commons/a/ab/Iceland_Mid-Atlantic_Ridge_Fig16.gif</p> <p><i>The Great Globe Gallery: World time Zones</i>. 21 Sept 2015  http://www.staff.amu.edu.pl/~zbzw/glob/glob44aa.htm.</p> <p><i>Tornado Damage</i>. Wikimedia. 21 September 2015  http://upload.wikimedia.org/wikipedia/commons/e/e0/Greensburg_kansas_tornado.jpg</p> <p><i>Tornado Photo</i>. 1 September 2012.  http://www.cmn.com/2012/03/consumer-beware-shady-contractors-crawl-from-under-storm-rubble/</p> <p><i>Tornado Photo</i>. Consumer Media Network. 21 September 2015  http://www.nssl.noaa.gov/edu/safety/tornadoquide.html</p> <p><i>Tornado Risk Areas</i>. Federal Emergency Management Relief Agency. 21 September 2015  http://www.ready.gov/tornadoes</p> <p><i>Tornado Warning System</i>. Fox News. 21 September 2015  http://www.fox59.com/news/wxin-marion-co-tornado-sirens-050310,0,7113663.story</p> <p><i>Tropical Cyclone Fact Sheet</i>. Secretariat of the Pacific Community. 21 September 2015  http://ict.sopac.org/VirLib/EI0009.pdf</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>larger world context.</p> <p>6 – G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.</p> <p>6 – G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of</p>			<p><i>Tsunami Fact Sheet.</i> Secretariat of the Pacific Community. 21 September 2015  http://ict.sopac.org/VirLib/EI0011.pdf</p> <p><i>Tsunamis.</i> National Oceanic and Atmospheric Administration. United States Department of Commerce. 8 Sept. 2012</p> <p><i>Tsunami Basketball Lands in Alaska,</i> Returned. YouTube. 21 September 2015  http://www.youtube.com/watch?v=vCfKSlgWVBI</p> <p><i>Tsunami Height.</i> Word Press. 21 September 2015  http://eternian.wordpress.com/2011/03/11/over-200-earthquakes-hit-japan</p> <p><i>Tsunami Travel Times.</i> Huffington Post. 21 September 2015  http://www.huffingtonpost.com/2011/03/11/map-of-california-tsunami-warnings_n_834538.html</p> <p><i>U.S. Centered Map.</i> 9 Sept 2012</p> <p><i>U.S. Climate Regions.</i> 21 September 2015  http://www.energysavers.gov/your_home/landscaping/index.cfm/mytopic=11920/</p> <p><i>U.S. Regions Map.</i> 21 September 2015  http://www.cookingschools.com/usa/</p> <p><i>Units World History.</i> 9 Sept 2012</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>places and regions.</p> <p>6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and</p>			<p><i>Volcano Fact Sheet</i>. Secretariat of the Pacific Community. 21 September 2015  http://ict.sopac.org/VirLib/EI0013.pdf</p> <p><i>Where are the Rainforests</i>. California Institute of Technology. 21 September 2015  http://www.srl.caltech.edu/personnel/krubal/rainforest/Edit560s6/www/where.html</p> <p><i>World Climate Averages</i>. 21 September 2015  http://www.metoffice.gov.uk/education/teachers/world-climate-averages</p> <p><i>World Mercator Projection Power Point Map, Europe Centered</i>. Maps for Design. 21 September 2015  http://www.mapsfordesign.com/World-Mercator-Projection-PowerPoint-Map-Europe-Centered-Continents.html</p> <p><i>World Risk Report 2011</i>. United Nations University. 9 September 2012</p> <p><i>World South Pole Lambert Azimuthal Equal Area Projection Map</i>. 9 Sept 2012</p> <p><u>For Further Professional Knowledge</u> De Blij, Harm. <i>Why Geography Matters</i>. New York: Oxford Press, 2007.</p> <p>---. <i>The Power of Place</i>. New York: Oxford Press, 2009.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G1.3.2 Explain the</p>			<p>Fisher, Chris and Binns, Tony, editors. <i>Issues in Geography Teaching</i>. New York: Routledge, 2000.</p> <p>Gersmehl, Phil. <i>Teaching Geography</i>. New York: Guilford Press, 2008.</p> <p><i>Geography Framework for the 2010 National Assessment of Educational Progress</i>. 21 September 2015  http://www.nagb.org/publications/frameworks/gframework2010.pdf</p> <p>Rischar, J.F. <i>High Noon: 20 Global Problems, 20 Years to Solve Them</i>. New York: Basic Books, 2002</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>G2 Places and Regions</p> <p>Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions.</p> <p>Analyze the physical and human characteristics of places and regions.</p> <p>G2.1 Physical Characteristics of Place</p> <p>Describe the physical characteristics of places.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>6 – G2.1.2 Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.</p> <p>G2.2 Human Characteristics of Place Describe the human</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>characteristics of places.</p> <p>6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</p> <p>6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).</p> <p>G5.2 Physical and Human Systems Describe how physical and human systems shape patterns on the Earth's surface.</p> <p>6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).</p> <p>Civics & Government</p> <p>C4 Relationship of United States to Other Nations And World Affairs</p> <p>Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.</p> <p>C4.3 Conflict and Cooperation</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Between and Among Nations Explain the various ways that nations interact both positively and negatively.</p> <p>6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p> <p>7th Grade History H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>Geography G1 The World in Spatial Terms: Geographical Habits of Mind Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking</p> <p>Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p> <p>7 – G1.1.1</p> <p>Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>G1.2</p> <p>Geographical Inquiry and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Analysis Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>G2 Places and Regions</p> <p>Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions.</p> <p>Analyze the</p>			





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>physical and human characteristics of places and regions.</p> <p>G2.1 Physical Characteristics of Place</p> <p>Describe the physical characteristics of places.</p> <p>7 – G2.1.1</p> <p>Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>G2.2 Human Characteristics of Place</p> <p>Describe the human characteristics of places.</p> <p>7 – G2.2.2</p> <p>Explain that communities are affected positively or negatively by changes in technology (e.g.,</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>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).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</p> <p>7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>(e.g., China's humid east and arid west and the effects of irrigation technology).</p> <p>G5.2 Physical and Human Systems</p> <p>Describe how physical and human systems shape patterns on the Earth's surface.</p> <p>7 – G5.2.1</p> <p>Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>flooding in Bangladesh).</p> <p>Civics & Government</p> <p>C4</p> <p>Relationship of United States to Other Nations And World Affairs</p> <p>Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.</p> <p>C4.3 Conflict and Cooperation Between and Among Nations</p> <p>Explain the various ways</p>			





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>that nations interact both positively and negatively.</p> <p>7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
3: Population and Migration <i>(Week 12, 5 Weeks)</i>	How can a global perspective help me understand my world?	MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 MI: Grades 6-8 Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RH.6-8.1. Cite specific textual evidence to	<ol style="list-style-type: none"> How do social scientists investigate population issues? How are population, migration, and urbanization issues connected? In what ways are issues related to population, migration and urbanization global problems? How do social, political, and economic 	demographic transition theory/model demography emigration global problem human/environment interaction immigration land bridge theory migration population density population distribution population growth population pyramid push/pull factors refugee urbanization	<u>Equipment/Manipulative</u> Calculators for calculating population density - optional Colored pencils or colored markers Computer and Projector, Overhead Projector or Document Camera/Projector Global Investigator's Notebook <u>Student Resource</u> A student geography textbook such as Wiggins, Grant, et al. <i>My World Geography</i> : Boston, MA: Pearson, 2011. pp. 76-81, 704, 710, 713, 724, 726-27, 748, 861, 872, and 876. <i>Bering Land Bridge Movie</i> . 22 September 2015  http://www.ncdc.noaa.gov/paleo/parcs/atlas/beringia/lbridge.html <i>Cities of the Future</i> . BLDG BLOG. 22 September 2015  http://bldgblog.blogspot.com/2006/11/gazprom-city.html <i>International Data Base</i> . U.S Census Bureau. U.S. Department of Commerce. 22 September 2015  http://www.census.gov/population/international/data/idb/informationGateway.php <i>World Map</i> . Students Friend. 22 September 2015  http://www.studentsfriend.com/aids/curraids/maps/sfworldp.pdf <u>Teacher Resource</u>





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>support analysis of primary and secondary sources.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including</p>	<p>decision s</p> <p>societies make reflect and influence demographics?</p>		<p>2010 Census Population Profile Maps. Population Density of the United States. U.S. Census Bureau. U.S. Department of Commerce. 22 September 2015  http://www.census.gov/geo/www/maps/2010_census_profile_maps/census_profile_2010_main.html</p> <p>2012 World Population Data Sheet. Population Reference Bureau. PBS. 22 September 2015  http://www.prb.org/pdf12/2012-population-data-sheet_eng.pdf</p> <p>About NLC. National League of Cities. 22 September 2015  http://www.nlc.org/about-nlc</p> <p>About the Population Division. United Nations Department of Economic and Social Affairs. 22 September 2015  http://www.un.org/esa/population/aboutpop.htm</p> <p>Arputhan, Jockin. "Developing new approaches for people-centred development." Environment and Urbanization. Sage Journals. 22 September 2015  http://eau.sagepub.com/content/20/2/319.abstr act</p> <p>An Urban World. Unicef. 30 November 2012  http://www.unicef.org/sowc2012/urbanmap</p> <p>Ancient Bones May Rewrite Theory of Earliest Americans. CNN Website. 22 September 2015 ://edition.cnn.com/NATURE/9906/08/ancient.woman/</p>









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or</p>			<p><i>Artifact from the Topper Site</i>. 22 September 2015  http://www.daysknob.com/Topper_A.htm</p> <p><i>Atlantic Coastal Theory Map</i>. Science and Technology. 29 November 2012</p> <p>"Backgrounder 2." Global Report on Human Settlements. United Nations Cyber School. 30 November 2012</p> <p>Bennett, Anthony. <i>Demographic Transition</i>. Internet Geography. 22 September 2015  http://www.geography.learnonthinternet.co.uk/topics/popn1.html</p> <p><i>Bering Land Bridge</i>. Chinese Unicorn. 22 September 2015  http://chinese-unicorn.com/wp-content/uploads/2012/08/image063.jpg</p> <p>Cartoon by Chris Bisson. 22 September 2015 < http://www.plant-talk.org/images/content/biodivercity-chris-bisson.jpg>.</p> <p><i>Center for the Study of the First Americans</i>. College of Liberal Arts. Texas A&M University. 22 September 2015 < http://www.centerfirstamericans.com/>.</p> <p>"China's rapid urbanization in bird's eye pictures." Urbanization in China. 22 September 2015  http://urbanlabglobalcities.blogspot.com/2011/12/chinas-rapid-urbanization-in-birds-eye.html</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Writing Production and Distribution of Writing</p> <p>4. Produce clear and</p>			<p><i>Cities and the Industrial Revolution</i>. 22 September 2015 < http://forquignon.com/history/global/industrial_revolution/factory_town.jpg>.</p> <p><i>Cities of the Future</i>. BLDG BLOG. 22 September 2015  http://bldgblog.blogspot.com/2006/11/gazprom-city.html</p> <p><i>City Cartoons</i>. China Daily. 16 November 2012.</p> <p>City Cartoon. "A2" Urban Rural Interrelationships. Geography. 22 September 2015  http://www.geographypages.co.uk/a2ruralurban.htm</p> <p>City Cartoon. 22 September 2015  http://stockpodium.assetsdelivery.com/comping/Tawng/Tawng0904/Tawng090400009.jpg</p> <p>City Cartoons. Princeton University. 22 September 2015  http://orfe.princeton.edu/~alaink/Scanned%20Slides/Alternatives%20&%20cartoons/</p> <p><i>City Population Data</i>. Lesson Plans. Population Reference Bureau. 30 November 2012</p> <p><i>Clovis Point</i>. Wikipedia. 22 September 2015  http://en.wikipedia.org/wiki/Clovis_point</p> <p>"Coastal Route Theory." <i>Migration Theories</i>. University of Texas. 22 September 2015  http://ows.edb.utexas.edu/site/hight-kreitman/coastal-route-theory</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject</p>			<p><i>Country Urbanization Data</i>. United Nations. 30 November 2012</p> <p><i>Current Population Clock</i>. U.S. Census Bureau. U.S. Department of Commerce. 22 September 2015  http://www.census.gov/main/www/popclock.html</p> <p>Egbo, Carol. <i>Supplemental Materials (Unit 3, Lessons 1-9)</i>. Teacher-made materials. Oakland Schools, 2012.</p> <p>---. <i>PowerPoint (Unit 3, Lessons 1-7, and 9)</i>. Teacher-made materials. Oakland Schools, 2012.</p> <p>From Thailand to Texas. International Organization for Migration. 20 November 2012</p> <p>Four Old World River Valley Cultures. Brooklyn college of the City University of New York. 22 September 2015  http://acc6.its.brooklyn.cuny.edu/~phalsall/images/riv-vall.gif</p> <p>Garvin, Lewis. Population Density of Bangladesh. University of Michigan. 22 September 2015  http://www.umich.edu/~csfound/545/1998/lgarvin/popenv2_Population.html</p> <p><i>Global Agenda Council on Urbanization 2012</i>. World Economic Forum. 4 December 2012</p> <p>Global Renaissance. Carbusters. 22 September 2015  http://carbusters.org/2011/10/31/global-renaissance/</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>under investigation.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>			<p><i>Human Numbers Through Time.</i> World in the Balance. PBS/WGBH. 22 September 2015  http://www.pbs.org/wgbh/nova/worldbalance/numb-nf.html</p> <p><i>Images of Curitiba Brazil.</i> Geographic Guide. 22 September 2015  http://www.curitiba-brazil.com/</p> <p>International Institute for Environment and Development. 1 April 2010. 22 September 2015  http://www.iied.org/environment-urbanization-profiles-local-organizations</p> <p><i>Internet Geography.</i> 22 September 2015  http://www.geography.learnontheinternet.co.uk/topics/popn1.html</p> <p>Lagos, Nigeria. Country Files. Word Press. 22 September 2015  http://africasacountry.files.wordpress.com/2011/02/getimage.jpeg</p> <p>Land Area Map. SASI. University of Michigan. 2006. 22 September 2015  http://www.worldmapper.org/posters/worldmap_per_map1_ver5.pdf</p> <p><i>Least Developed Countries List.</i> United Nations. Office of the High Representative for the Least Developed Countries, Landlocked Developing Countries and the Small Island Developing States. 22 September 2015  http://www.unohrrls.org/en/ldc/</p>



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>MI: GLCE: Social Studies 6th Grade</p>			<p>“Local Agencies Receive Funds to Track Senior Population Trends. WWJ Newsradio 950. 16 December 2008. 22 September 2015  http://www.iog.wayne.edu/pdf/seniorpoptrends.pdf</p> <p>Managing Migration: The Global Challenge. Population Reference Bureau. 20 November 2012</p> <p><i>Map Showing Curitiba, Brazil.</i> “Brazil Outsourcing: Curitiba comes on Strong as ‘Silicon Valley South.’ Nearshore Americas. 21 April 2010. 22 September 2015  http://www.nearshoreamericas.com/brazil-outsourcing-curitiba-comes-on-strong-as-silicon-valley-south/</p> <p>Map of Spain. World Atlas. 22 September 2015  http://www.worldatlas.com/webimage/countrys/europe/es.htm</p> <p>Map of Tanzania . <i>World Atlas</i>. 22 September 2015  http://www.worldatlas.com/webimage/countrys/africa/tz.htm</p> <p>Managing Migration: The Global Challenge. Population Reference Bureau. 20 November 2012</p> <p>“Michigan’s First People.” The First People. Michigan Historical Museum. Michigan Department of Natural Resources. 29 November 2012</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>History</p> <p>H1.2 Historical Inquiry and Analysis</p> <p>Use historical inquiry and analysis to study the past.</p> <p>6 – H1.2.1</p> <p>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).</p> <p>6 – H1.2.3</p> <p>Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p>			<p>Morton III, Noble L. <i>Area of States</i>. 2007. 22 September 2015  http://www.overpopulationmyth.com/6.5BillionUSStates.htm</p> <p><i>Native American Crops</i>. Grand Rapids Natural Living. 22 September 2015  http://grandrapidsnaturalliving.com/adventures-in-gardening</p> <p><i>Native American Cultures</i>. Science News. 22 September 2015  http://www.sci-news.com/images/2012/07/image_463.jpg</p> <p><i>Native American Origin Myths</i>. 22 September 2015  http://koneill41.typepad.com/phil_100_2011/native-american-origin-stories.html</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/</p> <p><i>Our Mission and What We Do</i>. United State Environmental Protection Agency. 22 September 2015  http://www.epa.gov/aboutepa/whatwedo.html</p> <p><i>Outline World Map</i>. 22 September 2015  http://climate.unur.com/etopo-landmask.png</p> <p><i>Outline Map of the World</i>. Washburn University. 22 September 2015  http://www.washburn.edu/cas/history/stucker/WorldOutlineMap.html</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>W1 WHG Era 1 – The Beginings of Human Society: Beginings to 4000 B.C.E./B.C. Explain the basic features and differences between</p>			<p>Population Data. <i>Worldometers</i>. 22 September 2015  http://www.worldometers.info/world-population/</p> <p>Population Density of the Earth. PBS Online. WGBH Educational Foundation. 22 September 2015  http://www.pbs.org/wgbh/nova/earth/earth-peril.html</p> <p>Population Density of Mongolia. Encyclopedia Brittanica, Inc. 2002. 22 September 2015  http://media.web.britannica.com/eb-media/79/72779-004-6752FEDA.gif</p> <p>Population Growth Rate Graph. <i>Human Population – Population Growth. Population Reference Bureau</i>. 22 September 2015  http://www.prb.org/Educators/TeachersGuides/HumanPopulation/PopulationGrowth/QuestionAnswer.aspx</p> <p><i>Population Map</i>. World Mapper. 22 September 2015  http://www.worldmapper.org/imagemaps/image-map2.html</p> <p><i>Posters</i>. Population Campaigns. <i>PBS/WGBH</i>. 22 September 2015  http://www.pbs.org/wgbh/nova/earth/population-campaign.html</p> <p><i>Pyramid Building</i>. Population Reference Bureau. 19 November 2012</p> <p><i>Routes of the First Americans Map</i>. Dykeman Roebuck Archaeology. Southwest</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.</p> <p>W1.1 Peopling of the Earth Describe the spread of people in the Western Hemisphere in Era 1.</p>			<p>Archaeology. 22 September 2015  http://drarchaeology.com/culthist/origins.htm</p> <p><i>Solutions</i>. Brazil – Curitiba's Urban Experiment. Frontline World. December 2003. 22 September 2015  http://www.pbs.org/frontlineworld/fellows/brazil/1203/solutions.html</p> <p><i>State of the World Population 2011</i>. United Nations Population Fund. 22 September 2015  http://foweb.unfpa.org/SWP2011/reports/EN-SWOP2011-FINAL.pdf</p> <p><i>Summer in the City</i>. Cartoon. Toonpool. 22 September 2015  http://www.toonpool.com/cartoons/Sommer%20in%20the%20City_19120</p> <p><i>The Topper Site</i>. The 2012 Allendale Paleoamerican Expedition. University of South Carolina. 29 November 2012</p> <p>"Urban Parks: Good for the city and the Environment." Duke University. 22 September 2015  http://www.youtube.com/watch?v=NzhQljv-UI4</p> <p>Urbanization in China. World Resources Institute. 30 November 2012</p> <p>Urbanization Knowledge Partnership. 22 September 2015  http://www.urbanknowledge.org/</p> <p><i>Visualizing How a Population Grows to 7 Billion</i>. National Public Radio. 22 September</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>6 – W1.1.1 Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).</p> <p>6 – W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).</p> <p>Geography G1 The World in Spatial Terms: Geographical Habits of Mind Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial)</p>			<p>2015  http://www.npr.org/2011/10/31/141816460/visualizing-how-a-population-grows-to-7-billion</p> <p><i>Wooly Mammoths.</i> A Journey to a New Land. Virtual Museum of Canada. 22 September 2015  http://www.sfu.museum/journey/an-en/secondaire1er-middle/animaux-animals/mammoth-mammoth</p> <p><i>World Robinson Map with Country Outlines.</i> Bruce Jones Designs. 22 September 2015  http://www.freeusandworldmaps.com/images/WorldPrintable/WorldRobinCountryLinesPrint.jpg.</p> <p><i>World Urbanization Prospects.</i> United Nations. Department of Economic and Social Affairs. 22 September 2015  http://esa.un.org/unpd/wpp/ppt/CSIS/WUP_2011_CSIS_4.pdf</p> <p><i>For Further Professional Knowledge Population Challenges and Development Goals.</i> United Nations Department of Economic and Social Affairs. 2005. 22 September 2015  http://www.un.org/esa/population/publications/pop_challenges/Population_Challenges.pdf</p> <p>Galor, Oded and David N. Weil. Population, Technology, and Growth: From Malthusian Stagnation to the Demographic Transition and Beyond. <i>The American Economic Review</i>. Vol. 90, No. 4 (Sep., 2000), pp. 806-828. 22 September 2015  http://www.jstor.org/stable/117309</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>context.</p> <p>Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment.</p> <p>Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making.</p> <p>Explain and use key conceptual devices (places and</p>			<p>Caldwell, John C. <i>Demographic Transition Theory</i>. Springer. Summary. 22 September 2015  http://www.lavoisier.fr/livre/notice.asp?ouvrage=1779429</p> <p>Chesnais, Jean-Claude. <i>The Demographic Transition: Stages, Patterns, and Economic Implications</i>. Oxford University Press. 2011.</p> <p>Kirk, Dudley. Demographic Transition Theory. <i>Population Studies: A Journal of Demography</i>. Vol. 50., Issue 3, 1996. Pp. 361-87. 4 June 2010. 22 September 2015  http://www.tandfonline.com/doi/abs/10.1080/0032472031000149536</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking</p> <p>Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p> <p>6 – G1.1.1</p> <p>Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>6 – G1.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and density of the population.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>geographic questions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>study the Earth.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2.2 Human Characteristics of Place</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Describe the human characteristics of places.</p> <p>6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</p> <p>6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).</p> <p>G4.3 Patterns of Human Settlement Describe patterns, processes, and functions of human settlement.</p> <p>6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).</p> <p>G5 Environment</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and Society</p> <p>Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.</p> <p>G5.1 Humans and the Environment</p> <p>Describe how</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>human actions modify the environment.</p> <p>6 – 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).</p> <p>Civics & Government</p> <p>C4 Relationship of United States to Other Nations And World Affairs Explain that nations interact with one another through trade, diplomacy, treaties and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.</p> <p>C4.3 Conflict and Cooperation Between and Among Nations</p> <p>Explain the various ways that nations interact both positively and negatively.</p> <p>6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).</p> <p>6 – C4.3.3 Give examples of how</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p> <p>Economics</p> <p>E2 The National Economy</p> <p>Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>E2.3 Role of Government Describe how national governments make decisions that affect the national economy</p> <p>6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.</p> <p>7th Grade History</p> <p>H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p> <p>7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g.,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>Geography</p> <p>G1 The World in Spatial Terms:</p> <p>Geographical Habits of Mind</p> <p>Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context.</p> <p>Engage in mapping and analyzing the information to explain the patterns and relationships they reveal</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and inform their study of the world.</p> <p>G1.1 Spatial Thinking Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p> <p>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>7 – G1.2.4 Draw the general population distribution of the Eastern Hemisphere on a</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>map, analyze the patterns, and propose two generalizations about the location and density of the population.</p> <p>7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>or places on earth.</p> <p>7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>economic system, governmental system, cultural traditions).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</p> <p>7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).</p> <p>G4.3 Patterns of Human</p>			


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Settlement Describe patterns, processes, and functions of human settlement.</p> <p>7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).</p> <p>G5 Environment and Society Explain that the physical environment is modified by human activities, which are influenced by the ways in</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.</p> <p>G5.1 Humans and the Environment</p> <p>Describe how human actions modify the environment.</p> <p>7 – G5.1.1</p> <p>Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals,</p>			






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>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).</p> <p>Civics & Government</p> <p>C4</p> <p>Relationship of United States to Other Nations And World Affairs</p> <p>Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>force, and threat of force. C4.3 Conflict and Cooperation Between and Among Nations Explain the various ways that nations interact both positively and negatively.</p> <p>7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).</p> <p>7 – C4.3.3 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).</p> <p>© Copyright 2010. National Governors</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.			
4: Culture (Week 17, 5 Weeks)	How can a global perspective help me understand my world?	<p>MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>MI: Grades 6-8</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing</p>	<ol style="list-style-type: none"> How and why are groups of people culturally similar and different? Why is it necessary to understand culture when studying a global problem and potential solutions? How has globalization influenced cultural 	<p>adaptation</p> <p>anthropology</p> <p>cultural change</p> <p>cultural diffusion</p> <p>cultural diversity</p> <p>cultural heritage</p> <p>cultural landscape</p> <p>culture</p> <p>global problem</p> <p>globalization</p> <p>human/environment interaction</p> <p>values and beliefs</p>	<p><u>Equipment/Manipulative</u></p> <p>Computer with PowerPoint capability and Projector, Overhead Projector or Document</p> <p>Camera/Projector</p> <p>Global Investigator's Notebook</p> <p>Highlighters – one per student</p> <p>Scissors – one for each pair of students</p> <p>Small note cards or pieces of paper (one per student)</p> <p><u>Student Resource</u></p> <p>A student geography textbook such as Wiggins, Grant, et al. <i>My World Geography</i>: Boston, MA: Pearson, 2011. pp. 86-97.</p> <p><i>Life is a Chilly Challenge in Subzero Siberia.</i> National Geographic. 18 March 2013  http://news.nationalgeographic.com/news/2004/05/0512_040512_tvoymyakon.html</p> <p><i>Life in the Sahara.</i> Africa Exhibit. California Academy of Sciences. 18 March 2013</p> <p><i>The Netherlands: Living Below Sea Level.</i> US News and World Report. 18 March 2013</p>








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>or speaking to support conclusions drawn from the text.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	diversity ?		<p><i>Pandora's Box Online story</i>. 22 September 2015  http://myths.e2bn.org/mythsandlegends/playstory562-pandoras-box.html</p> <p><i>People in the Amazon Rainforests</i>. Celebrate Brazil. 22 September 2015  http://www.celebratebrazil.com/people-in-the-amazon-rainforests.html</p> <p><i>World of the Sherpa</i>. NOVA Online Adventure. PBS/WGBH. 22 September 2015  http://www.pbs.org/wgbh/nova/everest/history/herpasworld.html</p> <p>Teacher Resource <i>10 Fabulous Fads of the 50s</i>. How Stuff Works. 22 September 2015  http://people.howstuffworks.com/10-fabulous-fads-from-the-1950s.htm</p> <p><i>Ancient Cultural Hearths</i>. Mr. Chavez's World Geography Page. 18 March 2013</p> <p><i>Burj Khalifa</i>. Syfy. 22 September 2015  http://blastr.com/2012/01/15-stunning-satellite-pic.php</p> <p><i>Chess Sets that Inspire</i>. 18 March 2013</p> <p><i>Communication Timeline</i>. 18 March 2013</p> <p><i>Culture Keys</i>. Heartwood Institute. Shinnyo-En Foundation. 22 September 2015  http://www.heartwoodethics.org/resources/?pg=4</p>








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate</p>			<p><i>Culture: the Engine of Human Adaptation</i>. Being Human. 22 September 2015  http://www.beinghuman.org/article/culture-engine-human-adaptation</p> <p><i>Different Climates graphic</i>. 22 September 2015  http://www.meted.ucar.edu/afwa/climo/intro/media/graphics/map_pix.jpg (website requires registration).</p> <p><i>Dynamic graphic</i>. 22 September 2015  http://troubler.wordpress.com/2008/03/20/dynamic-personality-too-banal-to-be-dynamic/</p> <p>Egbo, Carol. <i>Supplemental Materials (Unit 4, Lessons 1-10)</i>. Teacher-made materials. Oakland Schools, 2013. --- . <i>PowerPoint (Unit 4, Lesson 2)</i>. Teacher-made materials. Oakland Schools, 2013. --- . <i>PowerPoint (Unit 4, Lesson 3)</i>. Teacher-made materials. Oakland Schools, 2013. --- . <i>PowerPoint (Unit 4, Lesson 5)</i>. Teacher-made materials. Oakland Schools, 2013. --- . <i>PowerPoint (Unit 4, Lesson 6)</i>. Teacher-made materials. Oakland Schools, 2013 --- . <i>PowerPoint (Unit 4, Lesson 10)</i>. Teacher-made materials. Oakland Schools, 2013</p> <p><i>Explorer Wade Davis on Vanishing Cultures</i>. National Geographic. 28 June 2002. 22 September 2015  http://news.nationalgeographic.com/news/2002/06/0627_020628_wadedavis.html</p> <p><i>Fads of the 90s</i>. 22 September 2015  http://people.howstuffworks.com/7-fantastic-fads-of-the-1990s.htm#page=2</p>






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Writing Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>			<p><i>Fads that Swept the Nation</i>. Neetorama. 22 September 2015  http://www.neetorama.com/2007/01/16/37-fads-that-swept-the-nation/</p> <p><i>Ger in Mongolia</i>. The Atlantic. 22 September 2015  http://www.theatlantic.com/infocus/2011/10/population-7-billion/100176/</p> <p><i>Ger with Satellite Dish</i>. Blue Peak Travel Photography. 22 September 2015  http://www.bluepeak.net/mongolia/ger.html</p> <p><i>Ger</i>. 28 Mongolian Consulate. 18 March 2013</p> <p>Giel, Immanuel. <i>Shatar Set (modern)</i>. WikiCommons. 11 May 2012. 22 September 2015  http://commons.wikimedia.org/wiki/File:Shatar-08.JPG</p> <p><i>Gold fish Swallowing</i>. Pause Takes on Time. 22 September 2015  http://pausemag.sjmc.umn.edu/index-p=551.html</p> <p><i>Global Policy Forum</i>. 22 September 2015  http://www.globalpolicy.org</p> <p><i>Hartsfield-Jackson International Airport, just outside of Atlanta</i>. Torontoist. 22 September 2015  http://torontoist.com/2009/11/google_earth_at_gallery_44/</p>








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>task, purpose, and audience.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>MI: GLCE: Social Studies 6th Grade History</p>			<p><i>Highest Structures on Earth</i>. Wikipedia. 22 September 2015  http://en.wikipedia.org/wiki/List_of_tallest_buildings_and_structures_in_the_world</p> <p><i>Horse Head Fiddle Music</i>. Mongolian Show. YouTube. 22 September 2015  http://www.youtube.com/watch?v=VLI_d2Xt80Q</p> <p><i>Horse Head Fiddle</i>. Seiyō Corporation. 22 September 2015  http://www5a.biglobe.ne.jp/~batokin/ehighgrade.html</p> <p><i>How Hoola Hoops Work</i>. How Stuff Works. 22 September 2015  http://people.howstuffworks.com/hula-hoop3.htm</p> <p><i>How Jeans Conquered the World</i>. BBC News Magazine. 28 February 2012. 22 September 2015  http://www.bbc.co.uk/news/magazine-17101768</p> <p><i>Iceberg</i>. 22 September 2015  http://www.dreamyoga.com/wp-content/uploads/2010/11/iceberg.jpg</p> <p>"India wants more lamb-burgers and flat-screens." Money, Markets & Media. University of Southern California, Annenberg School for Communication and Journalism. 22 Feb. 2011. 22 September 2015  http://ascjportfolios.org/mmm/?p=493</p>



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p> <p>6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>6 – H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>6 – H1.4.1 Describe and use cultural institutions to</p>			<p><i>Interactive Maps</i>. World Heritage Cultural Sites. UNESCO. United Nations. 22 September 2015  http://whc.unesco.org/en/interactive-map/</p> <p><i>Is a World With a Single Culture Possible?</i> Debate.org. 22 September 2015  http://www.debate.org/opinions/is-a-world-with-a-single-culture-possible</p> <p><i>Legendary Photo Project "Earth from Air."</i> <i>Shrimp Farm in Thailand</i>. 22 September 2015  http://bonjourlife.com/legendary-photo-project-earth-from-the-air/</p> <p>Maddern, Eric. <i>Spirit of the Forest: Tree Tales from Around the World</i>. New York: Frances Lincoln Children's Books, 2003.</p> <p><i>Map of India</i>. InfoPlease.com. 22 September 2015  http://i.infoplease.com/images/mindia.gif</p> <p><i>McDonald's Menu in India</i>. Flickr. 22 September 2015  http://www.flickr.com/photos/xclockwise/2950181700/sizes/l/in/photostream/</p> <p><i>Migrations of Homo Sapiens</i>. World History for Us All. San Diego State University. 22 September 2015  http://worldhistoryforusall.sdsu.edu/eras/era2.php</p> <p><i>Mongolian Antique Hand-Carved Chess Set. Shatar Set</i>. Mongolian Collectables. 22 September 2015 </p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p>6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>Geography</p> <p>G1.2</p> <p>Geographical Inquiry and Analysis</p> <p>Use geographic inquiry and analysis to answer important questions about relationships</p>			<p>http://www.mongoliancollectables.com/chess101.htm</p> <p><i>Mongolian Folktales</i>. Mr. Donn. 22 September 2015  http://mongols.mrdonn.org/myths.html</p> <p><i>Mongolian Food</i>. Travel Buddies Tour Operator. 18 March 2013</p> <p><i>Mongolian Proverbs</i>. 22 September 2015  http://www.special-dictionary.com/proverbs/source/m/mongolian-proverb/</p> <p><i>Mongolian Saddle</i>. Mongolian Shop. 22 September 2015  http://mongolianshop.com/index.php?main_page=index&cPath=49</p> <p><i>Mongolian Soymobo Symbol</i>. Consulate of Mongolia. 22 September 2015  http://mongolianconsulate.org/Pages/FAQ.html</p> <p><i>Mongolian Yurt. (Interior of a Ger)</i>. DaWanda. 22 September 2015  http://en.dawanda.com/product/2578770-Originale-Mongolische-Jurte-100-handgefertigt</p> <p><i>Mr. Pizza Ad</i>. 18 March 2013</p> <p><i>Naadam Ceremony</i>. Wikimedia Commons. 20 Jan. 2006. 22 September 2015  http://en.wikipedia.org/wiki/File:Naadamceremony2006.jpg</p> <p><i>Naadam Festival</i>. The Center for the Study of Eurasian Nomads. 22 September 2015 </p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>between people, cultures, their environment, and relations within the larger world context.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic</p>			<p>http://www.csen.org/Mongol.Nadaam/Mongol.txt.html</p> <p><i>The New Ballad of East and West.</i> 22 September 2015  https://www.kinseido.co.jp/books/3792/3792_3.pdf</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/</p> <p><i>Old Ways Disappearing in the New Mongolia.</i> National Public Radio. 22 September 2015  http://www.npr.org/2012/05/24/152842270/old-ways-disappearing-in-the-new-mongolia</p> <p><i>Online Slide Show of Mongolian Nomadic Life.</i> Mongolia Nomads. Global Oneness Project. 22 September 2015  http://www.globalonenessproject.org/library/photo-essays/mongolias-nomads</p> <p><i>Orange Orchards in Uruguay.</i> Bonjour Life. 22 September 2015  http://bonjourlife.com/legendary-photo-project-earth-from-the-air/</p> <p><i>Our Shrinking World.</i> 22 September 2015  http://swiat-czlowiek-toksyny.blogspot.com/2010_08_01_archive.html</p> <p><i>Pakistan Government Blocks Facebook and YouTube Sites – Pakistan-facebook-protest.</i> 22 September 2015  http://www.realcourage.org/2010/05/pakistan-</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p>			<p>blocks-facebook-youtube/pakistan-facebook-protest/</p> <p><i>Pandora's Box</i>. 18 March 2013</p> <p><i>Photos of Mongolia</i>. Consulate of Mongolia. 18 March 2013</p> <p><i>Picture Postcards: Doorway in Mongolia</i>. Pocket Cultures. 17 Dec. 2012. 22 September 2015  http://pocketcultures.com/2012/12/17/picture-postcards-doorway-in-mongolia/</p> <p><i>Poodle Skirts</i>. D-Xired Diamond. 22 September 2015  http://dxireddiamond.blogspot.com/2012/02/d-xirable-style-decade-1-1950s.html</p> <p><i>Prominent Hill Copper and Gold Mine in Australia</i>. Adelaide Now. 22 September 2015  http://www.adelaidenow.com.au/business/oz-minerals-beats-copper-and-gold-forecasts-at-prominent-hill/story-e6frede3-1225991670624</p> <p><i>Residential Development in Southeast Florida</i>. Human Landscapes. Today and Tomorrow. 22 September 2015  http://www.todayandtomorrow.net/2010/10/07/human-landscapes/</p> <p><i>Religious Cultural Hearths</i>. Ohio Wesleyan University. 22 September 2015  http://cc.owu.edu/~rdfusch/culture_hearths_of_religions.jpg</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p> <p>6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system,</p>			<p><i>The Road to 200 Million.</i> "Is Facebook Growing Up Too Fast." New York Times. 28 March 2009. 22 September 2015  http://www.nytimes.com/2009/03/29/technology/internet/29face.html?pagewanted=all&_r=0</p> <p><i>Sands of Time - Accommodations.</i> Mongolian Gers. Travcoa. 22 September 2015</p> <p><i>Solar Power Plant in Andalusia, Spain.</i> Lloyd's Blog. 22 September 2015  http://lloydkahn-ongoing.blogspot.com/2011/04/earth-from-above-aerial-photography-by.html</p> <p><i>Spread of Chess.</i> Quantum Gambitz. 22 September 2015  http://www.quantumgambitz.com/blog/wp-content/uploads/2012/08/SpreadofChessfromIndia.jpg</p> <p><i>Statue of Liberty.</i> UNESCO World Heritage List. United Nations. 22 September 2015  http://whc.unesco.org/en/list/307</p> <p><i>Stocking Stick Leg Make-Up.</i> 22 September 2015  http://modcloth.tumblr.com/ <i>The Mongolian Folktale.</i> YouTube. 22 September 2015  http://www.youtube.com/watch?v=QIQNJxxlw6S</p> <p><i>Topographical Map of Mongolia.</i> 22 September 2015  http://www.photius.com/images/mn02_01a.jpg</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>governmental system, cultural traditions).</p> <p>6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</p> <p>6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others</p>			<p><i>UNESCO World Heritage Website</i>. United Nations. 22 September 2015  http://whc.unesco.org/en/about/</p> <p><i>The Vanishing Cultures Project</i>. 22 September 2015  http://www.vcproject.org/</p> <p>For Further Professional Knowledge Baldwin, Elaine and Scott McCracken. <i>Introducing Cultural Studies</i>. Athens, Georgia: University of Georgia Press, 2000.</p> <p>Chiro, Daniel. <i>How Societies Change</i>. Los Angeles: Sage Publications, Inc. 2012.</p> <p>Davis, Wade. <i>Light at the Edge of the World: A Journey Through the Realm of Vanishing Cultures</i>. Vancouver, British Columbia: Douglas & McIntyre Ltd., 2001, 2007.</p> <p>Fadiman, Anne. <i>The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures</i>. NY: Farrar, Straus and Giroux, 1997.</p> <p>Ferraro, Gary. <i>Classic Readings in Cultural Anthropology</i>. 3rd ed. Belmont, CA: Wadsworth, Inc., 2011.</p> <p>Hendry, Joy. <i>Other People's Worlds: An Introduction to Cultural Anthropology</i>. NY: New York University Press, 1999.</p> <p>King, Anthony D. ed. <i>Culture, Globalization, and the World System</i>. Minneapolis, MN: University of Minnesota Press, 1997.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>(e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).</p> <p>G4 Human Systems Explain that human activities may be seen on Earth's surface.</p> <p>G4.1 Cultural Mosaic Describe the characteristics , distribution and complexity of Earth's cultural mosaic.</p> <p>6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>care, Internet, consumer brands, currency, restaurants, international migration).</p> <p>G4.2 Technology Patterns and Networks Describe how technology creates patterns and networks that connect people, products, and ideas.</p> <p>6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>wealth, and cultural diversity).</p> <p>Civics & Government</p> <p>C4</p> <p>Relationship of United States to Other Nations And World Affairs</p> <p>Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.</p> <p>C4.3 Conflict and Cooperation Between and Among Nations</p> <p>Explain the various ways</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>that nations interact both positively and negatively.</p> <p>6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p> <p>7th Grade History</p> <p>H1.2 Historical Inquiry and Analysis</p> <p>Use historical inquiry and analysis to study the past.</p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>discussing primary and secondary sources.</p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>7 – 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).</p> <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>W3.2 Growth and Development of World Religions Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)</p> <p>7 – W3.2.2 Locate the geographical center of major religions and map the spread</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>through the 3rd century C.E./A.D.</p> <p>Geography</p> <p>G1 The World in Spatial Terms:</p> <p>Geographical Habits of Mind</p> <p>Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context.</p> <p>Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Thinking Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>or places on earth.</p> <p>7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion,</p>			



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>economic system, governmental system, cultural traditions).</p> <p>7 – 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).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</p> <p>7 – G3.2.2 Identify</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).</p> <p>G4 Human Systems Explain that human activities may be seen on Earth's surface.</p> <p>G4.1 Cultural Mosaic Describe the characteristics , distribution and complexity of Earth's cultural mosaic.</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).</p> <p>G4.2 Technology Patterns and Networks Describe how technology creates patterns and networks that connect people, products, and ideas.</p> <p>7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the</p>			






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>division of the Earth's surface and its resources.</p> <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
5: Human/Environment Interaction <i>(Week 22, 7 Weeks)</i>	How can a global perspective help me understand my world?	MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 MI: Grades 6-8	1. How do humans create and address global environmental problems?	adaptation climate change conflict energy global issues human-environment interaction modification of the environment natural resources renewable vs. nonrenewable energy resource depletion	<u>Equipment/Manipulative</u> 10 feet of string 10 large paper clips 5 sets of markers for group activities Chart paper Computer with PowerPoint capability and screen

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		<p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine central ideas or themes of a text and</p>	<p>2. How can environmental changes in one location become a global issue?</p> <p>3. How does energy production and distribution affect the environment?</p> <p>4. How does the distribution and utilization of natural resources influence the ways societies interact?</p>	<p>resource distribution</p> <p>resource utilization</p> <p>spatial scale</p> <p>technology</p>	<p>Global Investigator's Notebook</p> <p>Glue sticks</p> <p>Highlighters, one per student</p> <p>Markers, one per student</p> <p>Scissors – one pair per student</p> <p>White construction paper or cardstock (one piece per student)</p> <p><u>Student Resource</u></p> <p>A student geography textbook such as Wiggins, Grant, et al. <i>My World Geography</i>: Boston, MA: Pearson, 2011, 48-53.</p> <p><i>Earthrise: Aral Sea Reborn – Latest News</i>. 3 December 2013</p> <p><i>SweetSearch: A Search Engine for Students</i>. Dulcinea Media, Inc. 2009-2014. 18 December 2013</p> <p><i>Tunza: The UNEP Magazine for Youth</i>. United Nations Environment Programme. 23 September 2015  http://www.unep.org/Publications/contents/Tunza.asp.</p> <p><u>Teacher Resource</u></p> <p><i>7 Ways Humans are Damaging the Planet</i>. Mother Nature Network. 23 September 2015  http://www.mnn.com/earth-matters/wilderness-resources/photos/7-ways-humans-are-damaging-the-planet/epic-deforestation.</p>






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		<p>analyze their development; summarize the key supporting details and ideas.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes</p>			<p><i>2003 World Consumption Cartogram</i>. Ecological Footprint. 23 September 2015  http://pthbb.org/natural/footprint/.</p> <p>"A Clearcut Connection Between Mountaintop Removal And Climate Change." <i>Mountaintop Removal</i>. Appalachian Voices. 23 September 2015  http://appvoices.org/2013/02/20/a-clear-connection-between-mountaintop-removal-and-climate-change/.</p> <p><i>Acid Rain Diagram</i>. Acid Rain Lesson Plan. National Park Services. 23 September 2015  http://www.nature.nps.gov/air/edu/Lessons/docs/educationResources.pdf.</p> <p>Acid Rain. Environment Canada. 23 September 2015  http://www.ec.gc.ca/eau-water/default.asp?lang=En&n=FDF30C16-1.</p> <p><i>Aerosols, Sterilants and Carbon Tetrachloride</i>. OzonAction. United Nations Environment Programme. 23 September 2015  http://www.unep.org/ozonaction/Topics/Aerosols/tabid/6214/Default.aspx.</p> <p><i>Appalachian Forests Impacted by Coal Surface Mining</i>. World Resources Institute. 23 September 2015  http://www.wri.org/resources/maps/appalachian-forests-impacted-coal-surface-mining-c-2005.</p> <p><i>Aral Sea Diagram</i>. United Nations Environment Programme. 23 September 2015  http://www.unep.org/dewa/vitalwater/cache-</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>law, how interest rates are raised or lowered).</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Analyze the structure of texts, including</p>			<p>vignettes/L600xH444/0280-aralsea-chrono-EN-7d2e8.jpg.</p> <p><i>Aral Sea Dried Up</i>. Global Greenhouse Warming. 23 September 2015  http://www.global-greenhouse-warming.com/images/AralSeaDriedup.jpg.</p> <p><i>Aral Sea Regional Map</i>. Fire Earth. 23 September 2015  http://feww.files.wordpress.com/2010/04/aral-sea.jpeg.</p> <p><i>Arctic Sea Ice Minimum</i>. NASA. 23 September 2015  http://www.nasa.gov/centers/goddard/news/topstory/2005/arcticice_decline.html.</p> <p><i>Bulldozer Photo</i>. 23 September 2015  http://www.hardwarecanucks.com/forum/attachments/cpus-motherboards/14734d1317818612-what-bulldozer-1273bulldozer.jpg.</p> <p>Burj Khalifa. "15 stunning satellite pics of man-made objects visible from space." Blastr. 23 September 2015  http://blastr.com/2012/01/15-stunning-satellite-pic.php.</p> <p><i>Calcium Nitrate Fertilizers</i>. The Hydro Source. 23 September 2015  http://www.thehydrosourc.com/calcium-nitrate-fertilizer.html.</p> <p><i>Chesapeake Bay Watershed Map</i>. Chesapeake Bay Foundation. 2012. 23</p>








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		<p>how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>			<p>September 2015  http://www.cbf.org/about-the-bay/maps/chesapeake-bay-watershed.</p> <p>"China's rapid urbanization in bird's eye pictures." Urbanization in China. 23 September 2015  http://urbanlabglobalcities.blogspot.com/2011/12/chinas-rapid-urbanization-in-birds-eye.html.</p> <p>"A Clearcut Connection Between Mountaintop Removal And Climate Change." <i>Mountaintop Removal</i>. Appalachian Voices. 23 September 2015  http://appvoices.org/2013/02/20/a-clear-connection-between-mountaintop-removal-and-climate-change/.</p> <p><i>Climate Change Cartoon</i>. Mankind and Climate Change. Political Humor. About.com. 23 September 2015  http://politicalhumor.about.com/od/globalwarming/ig/Global-Warming-Cartoons/Mankind-and-Climate-Change.0ywq.htm.</p> <p><i>Coal</i>. Energy Kids. U.S. Energy Information Administration. 23 September 2015  http://www.eia.gov/kids/energy.cfm?page=coal_home-basics.</p> <p><i>Coal Use</i>. China – Choke Point. Circle of Blue. 23 September 2015  http://www.circleofblue.org/waternews/featured-water-stories/choke-point-china/.</p> <p><i>Consumer Decision-Making Factors Along Product Life Time</i>. SwitchAsia Programme. 3 December 2013</p>








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts</p>			<p><i>Dead Fish in Chesapeake Bay</i>. Maryland Department of Education. 23 September 2015  http://mde.maryland.gov/programs/Water/319NonPointSource/PublishingImages/Fish_kill_2008_AR_pic1.jpg.</p> <p><i>Deforestation Index 2012</i>. 23 September 2015  http://static2.businessinsider.com/image/4edf7250ecad04967f000030/deforestation-index.jpg.</p> <p><i>Dithering on Climate Change</i>. Political Humor. About.com. 23 September 2015  http://politicalhumor.about.com/od/globalwarming/ig/Global-Warming-Cartoons/Dithering-on-Climate-Change.0ys1.htm.</p> <p><i>Drip Irrigation</i>. Sustainable Ag: A View from the Field. 23 September 2015  http://centralvalleyfarmscout.blogspot.com/2011/05/sustainable-irrigation-blossoming-in.html.</p> <p>"The Ecological Footprint." <i>Footprint Basics Overview</i>. Global Footprint Network. 23 September 2015  http://www.footprintnetwork.org/en/index.php/GFN/page/footprint_basics_overview/.</p> <p>Egbo, Carol. <i>PowerPoint (Unit 5, Lesson 1)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>---. <i>PowerPoint (Unit 5, Lesson 3)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>---. <i>PowerPoint (Unit 5, Lesson 4)</i>. Teacher-made materials. Oakland Schools, 2013.</p>







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		<p>using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.1c. Use words, phrases, and</p>			<p>--- . <i>PowerPoint (Unit 5, Lesson 5)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>--- . <i>PowerPoint (Unit 5, Lesson 6)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>--- . <i>PowerPoint (Unit 5, Lesson 7)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>--- . <i>Supplemental Materials (Unit 5, Lesson 1)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>--- . <i>Supplemental Materials (Unit 5, Lesson 2)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>--- . <i>Supplemental Materials (Unit 5, Lesson 3)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>--- . <i>Supplemental Materials (Unit 5, Lesson 4)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>--- . <i>Supplemental Materials (Unit 5, Lesson 5)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>--- . <i>Supplemental Materials (Unit 5, Lesson 6)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>--- . <i>Supplemental Materials (Unit 5, Lesson 7)</i>. Teacher-made materials. Oakland Schools, 2013.</p>







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		<p>clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1d. Establish and maintain a formal style.</p> <p>WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			<p>---. <i>Supplemental Materials (Unit 5, Lesson 8)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>---. <i>Supplemental Materials (Unit 5, Lesson 9)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>---. <i>Supplemental Materials (Unit 5, Lesson 10)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>“Energy Consumption.” <i>How the Average American Uses Energy. Visual Economics</i>. 23 September 2015  http://visualeconomics.creditloan.com/how-the-average-american-uses-energy/.</p> <p><i>Environmental Conditions, Resources and Conflicts</i>. United Nations Environment Programme. 23 September 2015  http://www.unepfi.org/fileadmin/documents/conflict/schwartz_singh_1999.pdf.</p> <p>“Everything is Made of Something: A Study of the Earth.” <i>Mineral Information Institute</i>. 23 September 2015  http://www.mineralseducationcoalition.org/pdfs/study/studyoftheearth.pdf.</p> <p><i>Facing the Challenges of Climate Change</i>. Public Agenda. 23 September 2015  http://www.publicagenda.org/files/globalwarming_guide.pdf.</p> <p>“Fish and Shellfish Consumption.” <i>Mercury Builds Up Over time</i>. Oregon Public Health. 23 September 2015 </p>







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		<p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>			<p>http://public.health.oregon.gov/healthyenvironments/recreation/pages/fishconsumption.aspx.</p> <p>“Forest Loss Due to Mining.” World Resources Institute. 23 September 2015  http://www.wri.org/stories/2010/07/mountaintop-removal-cuts-through-southern-forests.</p> <p><i>From Conflict to Peacebuilding: The Role of Natural Resources and the Environment.</i> United Nations Environment Programme. 23 September 2015  http://www.unep.org/pdf/pcdmb_policy_01.pdf.</p> <p><i>Garbage at Sea.</i> NOAA. 23 September 2015  http://userdisk.webry.biglobe.ne.jp/018/687/73/N000/000/000/125436343457516200517_20090804_065455_garbage_at_sea_map_20091001111713.jpg.</p> <p><i>Garbage Truck.</i> Our Planet magazine: Practical Action. 23 September 2015  http://www.unep.org/pdf/Ourplanet/2009/may/en/OP-2009-05-en-FULLVERSION.pdf.</p> <p>Gas. Energy Kids. U.S. Energy Information Administration. 23 September 2015  http://www.eia.gov/kids/energy.cfm?page=natural_gas_home-basics.</p> <p><i>Geothermal Energy.</i> Energy Kids. U.S. Energy Information Administration. 23 September 2015  http://www.eia.gov/kids/energy.cfm?page=geothermal_home-basics.</p>








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		<p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>			<p><i>Give a Man A Bulldozer Lyrics.</i> 23 September 2015  http://www.lipwalklyrics.com/lyrics/1459415-malvinareynolds-giveamanabulldozer.html.</p> <p>“Global Warming Basics.” <i>Global Warming.</i> Natural Resources Defense Council. 23 September 2015  http://www.nrdc.org/globalWarming/f101.asp?gclid=CJuYqdXGtrYCFY4-MgodczMAAw#1.</p> <p><i>Global Warming Cartoon.</i> Global Warming Myth. Political Humor. About.com. 23 September 2015  http://politicalhumor.about.com/od/globalwarming/ig/Global-Warming-Cartoons/Global-Warming-Myth.05VG.htm.</p> <p><i>Green Dragon. Technology and the Environment.</i> Tunza magazine. UNEP. 23 September 2015  http://www.unep.org/pdf/tunza/Tunza_5.3_English.pdf.</p> <p><i>A Greener Chair.</i> Technology and the Environment. 23 September 2015  http://www.technologystudent.com/designpro/envir1.htm.</p> <p><i>Greener Charcoal.</i> CNN Money. 23 September 2015  http://money.cnn.com/galleries/2007/fsb/0711/gallery.NLT.fsb/3.html.</p> <p><i>Hartsfield-Jackson International Airport, just outside of Atlanta.</i> Wikipedia. 23 September 2015 </p>







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		<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>			<p>http://en.wikipedia.org/wiki/File:Atlanta_Hartsfield-Jackson.jpg.</p> <p><i>Houses in Mexico City</i>. 23 September 2015  http://www.mustangevolution.com/forum/f168/t26103/.</p> <p><i>How to Destroy Earth</i>. 23 September 2015  http://thumbnails.visually.netdna-cdn.com/climate-change_5029143248c6d.jpg.</p> <p><i>"Humans Have Been Changing the Environment since Prehistoric Times."</i> University of Florida News. 31 May 1996. 23 September 2015  http://news.ufl.edu/1996/05/31/exploit/.</p> <p><i>Keeping Track of Our Changing Environment</i>. United Nations Environment Programme. 23 September 2015  http://www.unep.org/geo/pdfs/keeping_track.pdf.</p> <p><i>The Kok-Aral Dam</i>. Earth Observatory. NASA. 23 September 2015  http://earthobservatory.nasa.gov/IOTD/view.php?id=6452.</p> <p><i>The Life Cycle of a Plastic Bottle</i>. Montgomery County Public Schools. 23 September 2015  http://www.montgomeryschoolsmd.org/uploads/Files/curriculum/outdoored/programs/waterbotlefactpages.pdf.</p> <p><i>List of countries by GDP (PPP) per capita</i>. Wikipedia. 23 September 2015 </p>







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		<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>MI: GLCE: Social Studies 6th Grade Geography G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about</p>			<p>http://en.wikipedia.org/wiki/List_of_countries_by_GDP_(PPP)_per_capita.</p> <p>Mayntz, Melissa. <i>Types of Pollution</i>. Love to Know Green Living Website. 23 September 2015  http://greenliving.lovetoknow.com/Types_of_Pollution.</p> <p>McMillan, Stephanie. <i>Code Green Cartoon</i>. Z Magazine. 3 December 2013</p> <p><i>Mercury in Fish</i>. Wikipedia. 23 September 2015  http://en.wikipedia.org/wiki/Mercury_in_fish.</p> <p><i>Mountaintop Removal</i>. Jason Jack Miller Blog. 23 September 2015  http://jasonjackmiller.blogspot.com/2012/07/mountaintop-removal.html.</p> <p>"NASA Data Reveals "Average" Ozone Hole in 2007." Ozone Resource Page. NASA. 23 September 2015  http://earthobservatory.nasa.gov/Features/WorldOfChange/ozone.php.</p> <p><i>Natural Resources</i>. Chapter 1.1. Environmental Protection Agency. 23 September 2015  http://www.epa.gov/osw/education/quest/pdfs/sections/u1_chap1.pdf.</p> <p><i>Natural Resources of Selected Countries</i>. The World Factbook. CIA. 23 September 2015  https://www.cia.gov/library/publications/the-world-factbook/fields/2111.html.</p>





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to</p>			<p><i>Neighborhood Change in Connecticut, 1934 to Present.</i> University of Connecticut Libraries Map and Geographic Information Center - MAGIC. 23 September 2015  http://magic.lib.uconn.edu/otl/dualcontrol_aerial_change.html.</p> <p>"New Report Highlights Potential Impact of Climate Change on Water Supplies and Waterways in US Cities." <i>Celsius</i>. 23 September 2015  http://www.celsius.com/article/new-report-highlights-potential-impact-climate-cha/.</p> <p><i>Nuclear Power.</i> Energy Kids. U.S. Energy Information Administration. 23 September 2015  http://www.eia.gov/kids/energy.cfm?page=nuclear_home-basics.</p> <p><i>Oil.</i> Energy Kids. U.S. Energy Information Administration. 23 September 2015  http://www.eia.gov/kids/energy.cfm?page=oil_home-basics.</p> <p>Ocean Acidification. 23 September 2015  http://media.mcclatchydc.com/smedia/2010/04/22/20/20100401_Acidic_OCEANS.large.prod.affiliate.91.jpg.</p> <p><i>Oceans turning acidic.</i> University of Maryland, Center for Biological Diversity. 23 September 2015  http://media.mcclatchydc.com/smedia/2010/04/22/20/20100401_Acidic_OCEANS.large.prod.affiliate.91.jpg.</p>



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>G1.3 Geographical Understanding Use</p>			<p><i>Overconsumption</i>. Friends of the Earth Australia. Sustainable Europe Research Institute. 23 September 2015  http://www.foe.co.uk/resource/reports/overconsumption.pdf.</p> <p><i>Overconsumption? Our Use of the World's Natural Resources</i>. Academia.edu. 23 September 2015  http://www.academia.edu/223160/Overconsumption_Our_use_of_the_worlds_natural_resources.</p> <p><i>Overfishing – A global disaster</i>. Overfishing.com. 2007-2-13. 23 September 2015  http://overfishing.org/pages/what_is_overfishing.php.</p> <p>Overfishing Cartoon. The Living Ocean. 12 December 2013</p> <p>Ozone Depletion. NASA. 23 September 2015  http://earthobservatory.nasa.gov/Features/WorldOfChange/ozone.php.</p> <p>Ozone Depletion. Schoolwork Helper.com. 23 September 2015  http://schoolworkhelper.net/ozone-layer-chlorofluorocarbons-cfcs/.</p> <p><i>Ozone Hole Watch</i>. NASA. 23 September 2015  http://ozonewatch.gsfc.nasa.gov/.</p> <p>"Phosphate Mining." <i>Kentucky Geological Survey</i>. University of Kentucky. 23 September</p>

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		<p>geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2.2 Human Characteristics of Place Describe the human</p>			<p>2015  http://www.uky.edu/KGS/im/phosphate.htm.</p> <p><i>Photographs of the Aral Sea.</i> The Geographic Advantage. 23 September 2015  http://meridian.aag.org/changingplanet/index.cfm?action=main.module&sectionID=1&moduleID=4&pageID=18.</p> <p><i>Photographs of the Aral Sea.</i> The Geographic Advantage. 23 September 2015  http://meridian.aag.org/changingplanet/index.cfm?action=main.module&sectionID=1&moduleID=4&pageID=1.</p> <p><i>Polar Bear Earth Day Cartoon.</i> Political Humor. About.com. 23 September 2015  http://politicalhumor.about.com/od/environment/ig/Environment-Cartoons/Polar-Bear-Earth-Day.05Pg.htm.</p> <p><i>Products.</i> Our Planet Magazine: Globalization and the Environment. United Nations Environment Programme. 23 September 2015  http://www.unep.org/pdf/OurPlanet/OP_Feb07_GC24_en.pdf.</p> <p><i>Surfboards.</i> Our Planet magazine. Nature at Your Service. 23 September 2015  http://www.unep.org/pdf/op_june/EN/OP-2011-06-EN-FULLVERSION.pdf.</p> <p><i>Residential Development in Southeast Florida.</i> Human Landscapes. Today and Tomorrow. 23 September 2015 </p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>characteristics of places.</p> <p>6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</p> <p>6 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities</p>			<p>http://www.todayandtomorrow.net/2010/10/07/human-landscapes/.</p> <p><i>Roberta Bondar. Our Planet: Global Commons – The planet we share.</i> United Nations Environment Programme. Pp. 34-36. 23 September 2015  http://www.unep.org/pdf/op_sept_2011/EN/OP-2011-09-EN-FULLVERSION.pdf.</p> <p><i>Shrinking of the Aral Sea.</i> Earth Observatory. NASA. 23 September 2015  http://earthobservatory.nasa.gov/Features/WorldOfChange/aral_sea.php.</p> <p><i>Solar Power.</i> Energy Kids. U.S. Energy Information Administration. 23 September 2015  http://www.eia.gov/kids/energy.cfm?page=solar_home-basics.</p> <p><i>Solar Power Infographic.</i> Solar Energy Blog. 23 September 2015  http://solarenergyfactsblog.com/wp-content/uploads/2010/11/solar-energy-infographic.gif.</p> <p><i>Sources and Paths of Mercury.</i> New Mexico Environmental Public Health Tracking. 23 September 2015  https://nmtracking.org/media/cms_page_media/165/Mercury%20cycle523X309.png.</p> <p><i>True Blue Gowns.</i> Our Planet magazine. Nature at Your Service. 23 September 2015  http://www.unep.org/pdf/op_june/EN/OP-2011-06-EN-FULLVERSION.pdf.</p>

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		<p>(e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation</p>			<p><i>Typical Algae Bloom</i>. 3 December 2013</p> <p><i>Underwater Kite</i>. Our Planet magazine. Nature at Your Service. 23 September 2015  http://www.unep.org/pdf/op_june/EN/OP-2011-06-EN-FULLVERSION.pdf.</p> <p><i>U.S. Energy Consumption</i>. Energy Kids. U.S. Energy Information Administration. 23 September 2015  http://www.eia.gov/kids/energy.cfm?page=about_sources_of_energy-basics.</p> <p><i>U.S. Power Plant Emissions</i>. Clean Energy Footprints. 23 September 2015  http://blog.cleanenergy.org/files/2011/03/picture-21.png.</p> <p><i>Urbanization in China</i>. World Resources Institute. 30 November 2012</p> <p><i>Water Conflict Chronology List</i>. 23 September 2015  http://www.worldwater.org/conflict/list/.</p> <p><i>We Live in a Beautiful World: Human Impact on the Environment</i>. Living Green Magazine. 23 September 2015  http://livinggreenmag.com/2013/10/03/video/we-live-in-a-beautiful-world-human-impact-on-the-environment/.</p> <p><i>What are Natural Resources?</i> Garbology Student Fact Sheet B-1. Nature Bridge. SF Environment. San Francisco. 23 September 2015  http://www.naturebridge.org/sites/default/files/Garbology%20Fact%20Sheet%20</p>

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		<p>between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p>G5 Environment and Society Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment</p>			<p>%20What%20are%20Natural%20Resources.pdf.</p> <p>"Wind Energy in America." <i>Wind Power Infographic</i>. US Department of Energy. 23 September 2015  http://energy.gov/sites/prod/files/styles/photo_gallery_large/public/slidesWindInfographic-01.jpg?itok=2H8pk8Te.</p> <p><i>Wind Power</i>. Energy Kids. U.S. Energy Information Administration. 23 September 2015  http://www.eia.gov/kids/energy.cfm?page=wind_home-basics.</p> <p><i>Windy City. Technology and the Environment</i>. Tunza magazine. UNEP. 23 September 2015  http://www.unep.org/pdf/tunza/Tunza_5.3_English.pdf.</p> <p><i>World Environment Day Logos</i>. United Nations Environment Programme. 23 September 2015  http://www.unep.org/wed/.</p> <p><u>For Further Professional Knowledge</u> De Blij, Harm. <i>Why Geography Matters</i>. New York, NY: Oxford Press, 2007.</p> <p>---. <i>The Power of Place</i>. New York, NY: Oxford Press, 2009.</p> <p>Fisher, Chris and Binns, Tony, editors. <i>Issues in Geography Teaching</i>. New York:NY: Routledge, 2000.</p> <p>Gersmehl, Phil. <i>Teaching Geography</i>. New York, NY: Guilford Press, 2008.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and how physical systems affect human systems.</p> <p>G5.1 Humans and the Environment</p> <p>Describe how human actions modify the environment.</p> <p>6 – G5.1.1</p> <p>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).</p> <p>6 – G5.1.2</p> <p>Describe how variations in technology affect human modifications of the landscape (e.g., clearing</p>			<p><i>Geography Framework for the 2010 National Assessment of Educational Progress.</i> 23</p> <p>September 2015. </p> <p>http://www.nagb.org/publications/frameworks/gframework2010.pdf</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons</p> <p>Rischar, J.F. High Noon: <i>20 Global Problems, 20 Years to Solve Them</i>. New York, NY: Basic Books, 2002.</p> <p><i>U.S. National Geography Standards.</i> 23</p> <p>September 2015. </p> <p>http://www.nationalgeographic.com/xpeditions/standards/10/index.html</p>

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		<p>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).</p> <p>6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</p> <p>G5.2 Physical and Human</p>			

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		<p>Systems Describe how physical and human systems shape patterns on the Earth's surface.</p> <p>6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).</p>			

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		<p>G6 Global Issues Past and Present (H1.4.3, G1.2.6) Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are</p>			


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		<p>developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.</p> <p>G6.1 Global Topic Investigation and Issue Analysis (P2)</p> <p>6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose</p>			








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		<p>persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</p> <p>Civics & Government</p> <p>C4</p> <p>Relationship of United States to Other Nations And World Affairs</p> <p>Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.</p> <p>C4.3 Conflict and Cooperation Between and Among</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Nations</p> <p>Explain the various ways that nations interact both positively and negatively.</p> <p>6 – C4.3.1</p> <p>Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).</p> <p>6 – C4.3.2</p> <p>Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).</p> <p>6 – C4.3.3 Give examples of how countries work together for</p>			








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		<p>mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p> <p>Economics E3 International Economy Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers,</p>			








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		<p>producers, and governments. E3.1 Economic Interdependence Describe patterns and networks of economic interdependence, including trade.</p> <p>6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School</p>			






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		Officers. All rights reserved.			
6: Economic and World Trade (Week 29, 6 Weeks)	How can a global perspective help me understand my world?	MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 MI: Grades 6-8 Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions	1. How has globalization affected the interactions between buyers and sellers? 2. How can the social science fields of geography, history, economics, and political science help us explain why some countries are "rich" while others are "poor"?	balance of trade circular flow colonization economic growth economic systems (command, mixed, market economies) globalization/global trade imperialism interdependence level of development productive resources role of the government specialization technology trade restrictions/barriers	<u>Equipment/Manipulative</u> Chart paper – large with 1 sheet per 4 students Computer with LCD display, PowerPoint capability and screen Global Investigator's Notebook Glue sticks – one for each pair of students Highlighters Internet access Light colored cardstock – one piece for each pair of students Markers Scissors – one for each pair of students World atlas or a map of Asia with countries labeled <u>Student Resource</u> <i>20 Questions about Development</i> . 23 April 2011. 23 September 2015  http://www.youtube.com/watch?v=VqcwUEBK7Jk . A student geography textbook such as Wiggins, Grant, et al. <i>My World Geography</i> : Boston, MA: Pearson, 2011, 56-67.






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>drawn from the text.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>4. Interpret</p>	<p>3. To what extent are trade restrictions an effective tool in a globalized economy?</p>		<p><i>Circular Flow</i>. Federal Reserve Bank of St. Louis. 18 February 2015</p> <p><i>Trading Around the World</i>. International Monetary Fund. 23 September 2015  http://www.imf.org/EXTERNAL/NP/EXR/CENTER/STUDENTS/TRADE/index.htm.</p> <p><i>World Trade Organization</i>. 23 September 2015  http://www.wto.org.</p> <p><u>Teacher Resource</u> 7 Ways Humans are Damaging the Planet. Mother Nature Network. 23 September 2015  http://www.mnn.com/earth-matters/wilderness-resources/photos/7-ways-humans-are-damaging-the-planet/changing-our.</p> <p>Amadeo, Kimberly. <i>Advantages for NAFTA</i>. About.com. 23 September 2015  http://useconomy.about.com/od/tradepolicy/p/NAFTA_Advantage.htm.</p> <p>---. <i>Arguments For and Against Free Trade</i>. 23 September 2015  http://idebate.org/es/node/17550.</p> <p>---. <i>Disadvantages of NAFTA</i>. About.com. 23 September 2015  http://useconomy.about.com/od/tradepolicy/p/NAFTA_Problems.htm.</p> <p>Aral Sea - Dried Sands. 23 September 2015  http://www.global-greenhouse-warming.com/images/AralSeaDriedup.jpg.</p>







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		<p>words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.6-8.6. Identify aspects of a text that reveal an</p>			<p><i>Bangladesh vs. the U.S.: How much does it cost to make a denim shirt?</i> CNN. 23 September 2015  http://www.cnn.com/2013/05/02/world/asia/bangladesh-us-tshirt/index.html?sr=sharebar_google.</p> <p><i>A Brief History of Money.</i> Young Explorers. The British Museum. 23 September 2015  http://www.britishmuseum.org/explore/young_explorers/discover/videos/a_brief_history_of_money.aspx.</p> <p>Brokaw, Alex. 10 Everyday Items That Cost Way More Because of US Taxes. Minyanville. 23 September 2015  http://www.minyanville.com/trading-and-investing/taxes/articles/us-imports-tariffs-us-import-taxes/7/25/2012/id/42412.</p> <p><i>Buy American Logos.</i> Word Press. 23 September 2015  http://rixxblog.files.wordpress.com/2011/11/buy-american.jpg.</p> <p>Callahan, Art. "What is Government's Role in the Economy?" Herald Mail Media. 3 April 2011. 23 September 2015  http://articles.herald-mail.com/2011-04-03/opinion/29382360_1_local-government-private-sector-private-sector-jobs.</p> <p><i>Car Exports Cartogram.</i> World Mapper. 23 September 2015  http://worldmapper.org/images/largepng/77.png.</p>








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Range of Reading and Level of Text</p>			<p><i>Car Imports Cartogram</i>. World Mapper. 23 September 2015  http://worldmapper.org/images/largepng/78.png.</p> <p>Cardwell Diane and Keith Bradsher. <i>U.S. Will Place Tariffs on Chinese Solar Panels</i>. New York Times. 10 October 2012. 23 September 2015  http://www.nytimes.com/2012/10/11/business/global/us-sets-tariffs-on-chinese-solar-panels.html.</p> <p><i>Cereals Exports</i>. World Mapper. 23 September 2015  http://worldmapper.org/images/largepng/47.png.</p> <p><i>Chinese Solar Panel Prices Rising</i>. Market Watch. 23 September 2015  http://www.marketwatch.com/story/chinese-solar-panel-prices-rising-20-in-the-us-2014-04-10.</p> <p><i>Clothing Exports Cartogram</i>. World Mapper. 23 September 2015  http://www.worldmapper.org/display.php?selected=83.</p> <p><i>Clothing Graphic</i>. Word Press. 23 September 2015  http://heelsandheadphones.files.wordpress.com/2011/10/clothes.jpg.</p> <p><i>Clothing Imports Cartogram</i>. World Mapper. 23 September 2015 </p>







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		<p>Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and</p>			<p>http://worldmapper.org/images/largepng/84.png.</p> <p><i>Colonies and Protectorates in Africa around 1914</i>. New York Public Library. 23 September 2015 </p> <p>http://exhibitions.nypl.org/africanaage/maps/african-col-1914.jpg.</p> <p><i>Continents Map</i>. Wikipedia. 23 September 2015 </p> <p>http://upload.wikimedia.org/wikipedia/commons/b/b2/BlankMap-World-Continents.PNG.</p> <p><i>Countries Ranked by Gross Domestic Product</i>. Wikipedia. 23 September 2015 </p> <p>http://en.wikipedia.org/wiki/List_of_countries_by_GDP (nominal).</p> <p><i>Countries Ranked by HDI</i>. Wikipedia. 23 September 2015 </p> <p>http://en.wikipedia.org/wiki/List_of_countries_by_Human_Development_Index.</p> <p><i>Country Income Groups</i>. The World Bank Group. 23 September 2015 </p> <p>http://3.bp.blogspot.com/-TynYipnWots/T_TRa7c8Vbl/AAAAAAAAAErM/qTSsbkJ_nzg/s1600/CIG+2011.png.</p> <p><i>Currency Converter</i>. Oanda. 23 September 2015 </p> <p>http://www.oanda.com/currency/converter/.</p> <p><i>Different Kinds of Currency</i>. Dreamstime. 23 September 2015 </p> <p>http://thumbs.dreamstime.com/z/international-</p>








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		<p>sufficient evidence.</p> <p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>Production and Distribution of Writing 4. Produce</p>			<p>currency-banknotes-different-world-countries-30003776.jpg.</p> <p>Egbo, Carol. <i>Supplemental Materials (Unit 6, Lessons 1-6)</i>. Teacher-made materials. Oakland Schools, 2015.</p> <p>---. <i>PowerPoint (Unit 6, Lessons 1, 3-5)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p><i>Electronics Exports</i>. World Mapper. 21 January 2015  http://worldmapper.org/images/largepng/89.png.</p> <p><i>Electronics Imports</i>. World Mapper. 21 January 2015  http://worldmapper.org/images/largepng/90.png.</p> <p>"Episode 6 - Circular Flow." The Economic Lowdown Video Series. Federal Reserve Bank of St. Louis. 23 September 2015  http://www.stlouisfed.org/education_resources/economic-lowdown-video-companion-series/episode-6-circular-flow/.</p> <p>Exploring Africa. Module Nine: African Economies. Michigan State University. 23 September 2015  http://exploringafrica.matrix.msu.edu/students/curriculum/m9/activity4.php.</p> <p><i>From fiber to fashion: Unzipping the apparel global value chain.</i> Asian International Economists Network. 5 July 2013. 23 September 2015 </p>





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		<p>clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis</p>			<p>http://aienetwork.org/infographic/12/from-fiber-to-fashion-unzipping-the-apparel-global-value-chain.</p> <p><i>GDP Growth Rate</i>. Global Finance. 23 September 2015  http://www.gfmag.com/tools/global-database/economic-data/12369-countries-lowest-gdp-growth.html#axzz2sBpflKH0.</p> <p><i>GDP Map</i>. Wikipedia. 23 September 2015  http://upload.wikimedia.org/wikipedia/commons/0/08/Map_of_countries_by_GDP_%28nominal%29_in_US%24.png.</p> <p>German East Africa Map. Ibiblio. 23 September 2015  http://www.ibiblio.org/HTMLTexts/Albert_Frederick_Pollard/A_Short_History_Of_The_Great_War/map12.png.</p> <p>"Germany: CTA Handles Its First 13,000 TEU Ship." <i>World Maritime News</i>. 23 September 2015  http://worldmaritimenews.com/archives/51942/germany-cta-handles-its-first-13000-teu-ship/.</p> <p>"Ghana's sustained agricultural growth: putting underused resources to work." <i>Development Progress</i>. Oct. 2010. 21 April 2014</p> <p><i>Hartsfield-Jackson International Airport, just outside of Atlanta</i>. 23 September 2015  http://torontoist.com/2009/11/google_earth_at_gallery_44/.</p> <p>Hoovler, Evan. "15 stunning satellite pics of man-made objects visible from space." <i>Blastr</i>.</p>


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		<p>reflection, and research.</p> <p>MI: GLCE: Social Studies 6th Grade History H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p> <p>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).</p> <p>6 – H1.2.2 Read and comprehend a historical passage to identify basic factual</p>			<p>24 January 2012. 23 September 2015  http://blastr.com/2012/01/15-stunning-satellite-pic.php.</p> <p>Kremer, William. “How much bigger can container ships get?” BBC News Magazine. 23 September 2015  http://www.bbc.com/news/magazine-21432226.</p> <p>Lam, Joyce and Justine Lee. <i>The Berlin Conference (1884-1885): Dominant Diplomacy, Dire Consequences</i>. 23 September 2015  http://21548675.nhd.weebly.com/the-berlin-conference.html.</p> <p><i>Made in Cambodia Label</i>. Flickr. 23 September 2015  https://www.flickr.com/photos/cambodia4kidsorg/74486342/.</p> <p><i>Map of Countries HDI</i>. Wikipedia. 23 September 2015  http://upload.wikimedia.org/wikipedia/commons/thumb/3/32/2013_UN_Human_Development_Report_Quartiles.svg/863px-2013_UN_Human_Development_Report_Quartiles.svg.png.</p> <p><i>Money Through the Ages. A History of Money</i>. YouTube. 23 September 2015  http://www.youtube.com/watch?v=3FMHh6T86GE.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and</p>			<p><i>North-South Divide</i>. Wikipedia. 23 September 2015  http://en.wikipedia.org/wiki/North-South_divide].</p> <p><i>Orange Orchards in Uruguay</i>. Bonjourlife. 23 September 2015  http://bonjourlife.com/legendary-photo-project-earth-from-the-air/.</p> <p>Overfishing Cartoon. Word Press. 23 September 2015  http://oceankeshi.wordpress.com/2013/01/30/the-importance-of-plankton/.</p> <p>Pearson, Natalie Obiko. <i>India May Back Solar Duties as Probe Says U.S., China Dumped</i>. Bloomberg Businessweek. 15 May 2014. 23 September 2015  http://www.businessweek.com/news/2014-05-14/india-may-back-solar-duties-after-probe-says-u-dot-s-dot-china-dumped.</p> <p><i>Population Living Below National Poverty Line</i>. 23 September 2015  http://sealofexcellence.files.wordpress.com/2013/08/percent_poverty_world_map.jpg.</p> <p><i>Prominent Hill Copper and Gold Mine in Australia</i>. The Advertiser. 23 September 2015  http://www.adelaidenow.com.au/business/oz-minerals-beats-copper-and-gold-forecasts-at-prominent-hill/story-e6frede3-1225991670624.</p> <p>Read, Richard. <i>Solar World wins key U.S. ruling</i>. The Oregonian. 14 February 2014. 23 September 2015 </p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>themes to study the past.</p> <p>6 – 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).</p> <p>6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>Geography G1.2 Geographical Inquiry and Analysis Use geographic inquiry and</p>			<p>http://www.oregonlive.com/business/index.ssf/2014/02/solarworld_wins_key_us_ruling.html.</p> <p>Resources for history teachers. 23 September 2015  http://resourcesforhistoryteachers.wikispaces.com/WHII.6.</p> <p>Sao Paulo. 18 January 2015  http://thestorewpp.tv/storage/GE_Sao%20Paulo_Street%20Art3.jpg?_SQUARESPACE_CACHEVERSION=1344871219089.</p> <p>Sherratt, Andrew. <i>Trade Routes: Growth of Global Trade</i>. Archatlas. 23 September 2015  http://www.archatlas.org/Trade/Trade.php?Reload=Reload.</p> <p><i>Shrimp Farm in Thailand</i>. Bonjourlife. 23 September 2015  http://bonjourlife.com/legendary-photo-project-earth-from-the-air/.</p> <p><i>Solar Power Plant in Andalusia, Spain</i>. Lloyd Kahn's Blog. 23 September 2015  http://lloydkahn-ongoing.blogspot.com/2011/04/earth-from-above-aerial-photography-by.html.</p> <p><i>Success Stories</i>. Tokyo International Conference on African Development. 21 April 2014</p> <p><i>Tanzania Map</i>. World Atlas. 23 September 2015  http://www.worldatlas.com/webimage/countrys/africa/tz.htm.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions,</p>			<p><i>Tariff Information</i>. 23 September 2015  http://www.minyanville.com/trading-and-investing/taxes/articles/us-imports-tariffs-us-import-taxes/7/25/2012/id/42412.</p> <p><i>Top Trading Partners. Foreign Trade</i>. U.S. Census Bureau. 23 September 2015  http://www.census.gov/foreign-trade/statistics/.</p> <p><i>Toy Exports Cartogram</i>. World Mapper. 23 September 2015  http://worldmapper.org/images/largepng/57.png.</p> <p><i>Toy Imports</i>. World Mapper. 23 September 2015  http://www.worldmapper.org/display.php?selected=58.</p> <p><i>Trade Data</i>. U.S. Census. 21 January 2015  http://www.census.gov/foreign-trade/statistics/highlights/top/top1312yr.html.</p> <p><i>U.S. Exports to the World</i>. U.S. Census Bureau. 23 September 2015  http://www.census.gov/foreign-trade/statistics/product/enduse/exports/c0000.html.</p> <p><i>U.S. Imports</i>. U.S. Census Bureau. 23 September 2015  http://www.census.gov/foreign-trade/statistics/product/enduse/imports/c0000.html.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment</p>			<p><i>U.S. Tariffs on Chinese Solar Panels Boomerang</i>. Washington Post. 12 August 2013. 23 September 2015  http://www.washingtonpost.com/opinions/us-tariffs-on-chinese-solar-panels-boomerang/2013/08/12/fef555e6-f577-11e2-a2f1-a7acf9bd5d3a_story.html.</p> <p>“What Does Economic Growth Mean?” <i>How Geography Influences Economic Growth</i>. Poverty Education. 23 September 2015  http://www.povertyeducation.org/geography-and-economic-growth.html.</p> <p><i>What is a Market Economy?</i> U.S. Department of State. 23 September 2015  http://www.4uth.gov.ua/usa/english/trade/market/mktec2.htm.</p> <p><u>For Further Professional Knowledge</u> De Blij, Harm. <i>Why Geography Matters</i>. New York, NY: Oxford Press, 2007.</p> <p>---. <i>The Power of Place</i>. New York, NY: Oxford Press, 2009.</p> <p>Fisher, Chris and Binns, Tony, editors. <i>Issues in Geography Teaching</i>. New York:NY: Routledge, 2000.</p> <p>Gersmehl, Phil. <i>Teaching Geography</i>. New York, NY: Guilford Press, 2008.</p> <p><i>Geography Framework for the 2010 National Assessment of Educational Progress</i>. 23 September 2015. </p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p> <p>6 – G2.2.1 Describe the human characteristics of</p>			<p>http://www.nagb.org/publications/frameworks/gframework2010.pdf</p> <p>Rischar, J.F. High Noon: <i>20 Global Problems, 20 Years to Solve Them</i>. New York, NY: Basic Books, 2002.</p> <p><i>U.S. National Geography Standards</i>. 23 September 2015 </p> <p>http://www.nationalgeographic.com/xpeditions/standards/10/index.html</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p>6 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).</p> <p>G4 Human Systems Explain that human activities may be seen on Earth's surface.</p> <p>G4.1 Cultural Mosaic Describe the characteristics , distribution and complexity of Earth's cultural mosaic.</p> <p>6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).</p> <p>G4.2 Technology Patterns and Networks Describe how technology creates patterns and networks that connect people, products, and ideas.</p> <p>6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p>G5 Environment and Society</p> <p>Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes.</p> <p>Explain how human action modifies the physical environment and how physical</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>systems affect human systems.</p> <p>G5.1 Humans and the Environment Describe how human actions modify the environment.</p> <p>6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</p> <p>G6 Global Issues Past and Present (H1.4.3, G1.2.6)</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.</p> <p>G6.1 Global Topic Investigation and Issue Analysis (P2)</p> <p>6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Civics & Government</p> <p>C4 Relationship of United States to Other Nations And World Affairs</p> <p>Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.</p> <p>C4.3 Conflict and Cooperation Between and Among Nations</p> <p>Explain the various ways that nations interact both</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>positively and negatively.</p> <p>6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).</p> <p>6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).</p> <p>6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p> <p>Economics</p> <p>E1 The Market Economy</p> <p>Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>government in a market economy. E1.1 Individual, Business, and Government Choices Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy .</p> <p>Grades 6 & 7 6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>society, job placement).</p> <p>E2 The National Economy Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.</p> <p>E2.3 Role of Government Describe how national governments make decisions that affect the national economy</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.</p> <p>E3 International Economy Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>governments.</p> <p>E3.1 Economic Interdependence Describe patterns and networks of economic interdependence, including trade.</p> <p>6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.</p> <p>6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>supply chain for computers, athletic shoes, and clothing).</p> <p>E3.3 Economic Systems Describe how societies organize to allocate resources to produce and distribute goods and services.</p> <p>6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>or Venezuela and Jamaica.)</p> <p>7th Grade History</p> <p>H1.2 Historical Inquiry and Analysis</p> <p>Use historical inquiry and analysis to study the past.</p> <p>7 – H1.2.1</p> <p>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).</p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – 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).</p> <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>Geography G1 The World in Spatial Terms: Geographical Habits of Mind Describe and study the relationships between</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking</p> <p>Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>7 – G1.2.3 Use observations from air photos,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>G1.3 Geographical</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>7 – G1.3.3 Explain the different ways in which places are</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).</p> <p>7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).</p> <p>G4 Human Systems Explain that human activities may be seen on Earth's surface.</p> <p>G4.1 Cultural</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Mosaic</p> <p>Describe the characteristics , distribution and complexity of Earth's cultural mosaic.</p> <p>7 – G4.1.1</p> <p>Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).</p> <p>7 – G4.1.2</p> <p>Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.</p> <p>G4.2</p> <p>Technology Patterns and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Networks Describe how technology creates patterns and networks that connect people, products, and ideas.</p> <p>7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>G5 Environment and Society</p> <p>Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes.</p> <p>Explain how human action modifies the physical environment and how physical systems affect human systems.</p> <p>G5.1 Humans and the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Environment</p> <p>Describe how human actions modify the environment.</p> <p>7 – G5.1.3</p> <p>Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).</p> <p>Civics & Government</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>C4 Relationship of United States to Other Nations And World Affairs Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force. C4.3 Conflict and Cooperation Between and Among Nations Explain the various ways that nations interact both positively and negatively.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).</p> <p>Economics E1 The Market Economy Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>markets allocate resources, and the economic role of government in a market economy.</p> <p>E1.1 Individual, Business, and Government Choices Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy.</p> <p>Grades 6 & 7</p> <p>7 – E1.1.2 Describe the circular flow model (that businesses get</p>			


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).</p> <p>E2 The National Economy Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>economy.</p> <p>E2.3 Role of Government</p> <p>Describe how national governments make decisions that affect the national economy</p> <p>7 – E2.3.1</p> <p>Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).</p> <p>E3</p> <p>International</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Economy</p> <p>Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.</p> <p>E3.1</p> <p>Economic Interdependence</p> <p>Describe patterns and networks of economic interdependence</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>ce, including trade.</p> <p>7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).</p> <p>7 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).</p> <p>E3.3 Economic Systems Describe how societies</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>organize to allocate resources to produce and distribute goods and services.</p> <p>7 – E3.3.1</p> <p>Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.			
7: Civics, Government, and Global Politics <i>(Week 35, 3 Weeks)</i>	How can a global perspective help me understand my world?	MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 MI: Grades 6-8 Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual	<ol style="list-style-type: none"> Why do people institute different forms of government? How do nations of the world interact? How can people address global problems? 	civics and government cooperation forms of government freedom/liberty global problems international/regional organizations representative government rights of citizens sovereignty treaty	<u>Equipment/Manipulative</u> 12" X 18" white construction paper cut into 4" X 18" strips (1 strip per student needed) 6 large pieces of poster paper and 6 markers Computer with PowerPoint capability Global Investigator's Notebook Highlighters, one per student Tape <u>Student Resource</u> A student geography textbook such as Wiggins, Grant, et al. <i>My World Geography</i> : Boston, MA: Pearson, 2011, 104-109, 112-113, 606-611, 790-791. <u>Teacher Resource</u> <i>2014 U.S. Freedom in the World Scores for the United States</i> . 23 September 2015  http://www.freedomhouse.org/report/freedom-world/2014/united-states-0#.U8h6oPldWm0 .



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior</p>			<p><i>Antarctica Treaty</i>. 23 September 2015  http://www.antarctica.ac.uk/about_antarctica/geopolitical/treaty/update_1959.php.</p> <p><i>Antarctica Treaty System</i>. 23 September 2015  http://www.discoveringantarctica.org.uk/9_the_treaty.php.</p> <p>The Antarctic Treaty (1959). British Antarctic Survey. 23 September 2015  http://www.antarctica.ac.uk/about_antarctica/geopolitical/treaty/update_1959.php.</p> <p>Aurelius, Marcus. <i>The Meditations</i>. Trans. Long, George. The Internet Classics Archive. MIT. 23 September 2015  http://classics.mit.edu/Antoninus/meditations.1.one.html.</p> <p><i>The Constitution</i>. 23 September 2015  http://www.usconstitution.net/gifs/docs/cpage1.jpg.</p> <p><i>Discovering Antarctica Image Gallery</i>. 23 September 2015  http://www.discoveringantarctica.org.uk/photo_library.html.</p> <p>Egbo, Carol. <i>Supplemental Materials (Unit 7, Lessons 1-6)</i>. Teacher-made materials. Oakland Schools, 2015.</p> <p>---. <i>PowerPoint (Unit 7, Lesson 2 1-6)</i>. Teacher-made materials. Oakland Schools, 2015.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>knowledge or opinions.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Integration of Knowledge and Ideas</p>			<p><i>Freedom in the World Fact Sheet.</i> Freedom House. 23 September 2015  http://www.freedomhouse.org/report/overview-fact-sheet#.U8h4BvldWm2.</p> <p><i>Freedom in the World Report.</i> Freedom House. 23 September 2015  http://www.freedomhouse.org/report/freedom-world-2014/release-booklet#.U8qeRvldWm0.</p> <p>“Government”. <i>About Saudi Arabia.</i> Royal Embassy of Saudi Arabia. 23 September 2015  http://www.saudiembassy.net/about/country-information/government/.</p> <p><i>How the EU works.</i> European Union. 23 September 2015  http://europa.eu/about-eu/index_en.htm.</p> <p><i>How we fight poverty.</i> Oxfam International. 23 September 2015  https://www.oxfam.org/en/explore/how-oxfam-fights-poverty.</p> <p>Liberty. Wikipedia. 23 September 2015  http://en.wikipedia.org/wiki/Liberty.</p> <p><i>The Magna Carta.</i> Enchanted Learning. 23 September 2015  http://www.enchantedlearning.com/history/uk/magnacarta/.</p> <p><i>The Magna Carta.</i> National Archives and Records Administration. 23 September 2015</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently</p>			<p> http://www.archives.gov/exhibits/featured_documents/magna_carta/.</p> <p><i>Medecins Sans Frontieres</i>. 23 September 2015  http://www.msf.org/about-msf.</p> <p>Miller, Daniel. <i>Kim Jong-Un wins 're-election'</i>. Daily Mail.com. 9 April 2014. 14 October 2014</p> <p><i>North Atlantic Treaty Organization</i>. 23 September 2015  http://www.nato.int/nato-welcome/index.html.</p> <p><i>Our vision and mission</i>. International Red Cross. 23 September 2015  http://www.ifrc.org/en/who-we-are/vision-and-mission/.</p> <p>Overview Fact Sheet. Freedom House. 23 September 2015  http://www.freedomhouse.org/report/overview-fact-sheet#.U8h4BvldWm2.</p> <p><i>The Ramses-Hattusili Treaty</i>. 23 September 2015  http://en.wikipedia.org/wiki/Ramses-Hattusili_Treaty#mediaviewer/File:%C3%84gyptisch-Hethitischer_Friedensvertrag_Karnaktempel.jpg.</p> <p><i>Release Booklet</i>. Freedom House. 23 September 2015 </p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and proficiently.</p> <p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>Writing Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and</p>			<p>http://www.freedomhouse.org/report/freedom-world-2014/release-booklet#.U8qeRvldWm0.</p> <p>“Religious Freedom Gone Too Far? District Says Elementary Schooler Can Carry Knife to School Daily. Inquisitr. 24 Oct. 2014. 23 September 2015 </p> <p>http://www.inquisitr.com/1560953/religious-freedom-gone-too-far-district-says-elementary-schooler-can-carry-knife-to-school-daily/.</p> <p>Rights. Stanford Encyclopedia of Philosophy. 23 September 2015 </p> <p>http://plato.stanford.edu/entries/rights/.</p> <p><i>Territorial Claims on Antarctica</i>. 23 September 2015 </p> <p>http://www.discoveringantarctica.org.uk/9_claims.php.</p> <p><i>United States Constitution</i>. Article II, Section 2. 23 September 2015 </p> <p>http://constitution.findlaw.com/article2/annotation12.html.</p> <p><i>What we do</i>. Organization of American States. 23 September 2015 </p> <p>http://www.oas.org/en/about/what_we_do.asp.</p> <p><i>What We Do</i>. United Nations. 23 September 2015 </p> <p>http://www.un.org/en/sections/what-we-do/index.html>.</p> <p><i>Who We Are</i>. Amnesty International. 20 April 2015 </p> <p>https://www.amnesty.org/en/who-we-are/.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>MI: GLCE: Social Studies 6th Grade History</p> <p>H1.2 Historical Inquiry and Analysis</p> <p>Use historical inquiry and analysis to study the past.</p> <p>6 – H1.2.2 Read and comprehend</p>			<p><i>World South Pole Lambert Azimuthal Equal Area Projection Map.</i> Emapsworld. 9 Sept 2012. 23 September 2015  http://www.emapsworld.com/world-south-pole-lambert-azimuthal-equal-area-projection-map-black-and-white.html.</p> <p>“Why do some people hate the United Nations?” Quora. 23 September 2015  http://www.quora.com/Why-do-some-people-hate-the-United-Nations.</p> <p><i>Why Historical Thinking Matters.</i> Historical Thinking Matters. Roy Rosenzweig Center for History and New Media, George Mason University, and School of Education, Stanford University. 23 September 2015  http://historicalthinkingmatters.org/why/.</p> <p><i>Why the Developing World Needs and Wants Democracy.</i> National Endowment for Democracy. 23 September 2015  http://www.ned.org/about/board/meet-our-president/archived-remarks-and-presentations/091203.</p> <p><i>World Health Organization.</i> 23 September 2015  http://www.who.int/about/en/.</p> <p><i>World South Pole Lambert Azimuthal Equal Area Projection Map.</i> 23 September 2015  http://www.emapsworld.com/world-south-pole-lambert-azimuthal-equal-area-projection-map-black-and-white.html.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>6 – 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).</p>			<p>lambert-azimuthal-equal-area-projection-map.html.</p> <p>For Further Professional Knowledge De Blij, Harm. <i>Why Geography Matters</i>. New York, NY: Oxford Press, 2007.</p> <p>---. <i>The Power of Place</i>. New York, NY: Oxford Press, 2009.</p> <p>Fisher, Chris and Binns, Tony, editors. <i>Issues in Geography Teaching</i>. New York:NY: Routledge, 2000.</p> <p>Gersmehl, Phil. <i>Teaching Geography</i>. New York, NY: Guilford Press, 2008.</p> <p><i>Geography Framework for the 2010 National Assessment of Educational Progress</i>. 23 September 2015  http://www.nagb.org/publications/frameworks/gframework2010.pdf</p> <p>Rischar, J.F. High Noon: <i>20 Global Problems, 20 Years to Solve Them</i>. New York, NY: Basic Books, 2002.</p> <p><i>U.S. National Geography Standards</i>. 23 September 2015  http://www.nationalgeographic.com/xpeditions/standards/10/index.html.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>Geography</p> <p>G1.2</p> <p>Geographical Inquiry and Analysis</p> <p>Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>connections demonstrate interdependence and accessibility.</p> <p>G2.2 Human Characteristics of Place</p> <p>Describe the human characteristics of places.</p> <p>6 – G2.2.1</p> <p>Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>6 – G2.2.3</p> <p>Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>wealth, and cultural diversity).</p> <p>Civics & Government</p> <p>C1 Purposes of Government</p> <p>Analyze how people identify, organize, and accomplish the purposes of government.</p> <p>C1.1 Nature of Civic Life, Politics, and Government</p> <p>Describe Civic Life, Politics, and Government and explain their relationships.</p> <p>Grades 6 & 7</p> <p>6 – C1.1.1</p> <p>Analyze competing ideas about the purposes government should serve in a</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).</p> <p>C3 Structure and Functions of Government Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities , generating revenue, and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>providing national security.</p> <p>C3.6 Characteristics of Nation-States</p> <p>Describe the characteristics of nation-states and how they may interact.</p> <p>6 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.</p> <p>6 – C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>democracy such as the United States, and a parliamentary system of representative democracy such as Canada.</p> <p>C4 Relationship of United States to Other Nations And World Affairs Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force. C4.3 Conflict and Cooperation Between and Among</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Nations</p> <p>Explain the various ways that nations interact both positively and negatively.</p> <p>6 – C4.3.1</p> <p>Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).</p> <p>6 – C4.3.2</p> <p>Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).</p> <p>6 – C4.3.3 Give examples of how countries work together for</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p> <p>Discourse, Decisions, Ctzn Inv</p> <p>P4.2 Citizen Involvement Act</p> <p>constructively to further the public good.</p> <p>6 – P4.2.1</p> <p>Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>6 – P4.2.2</p> <p>Engage in</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>activities intended to contribute to solving a national or international problem studied.</p> <p>7th Grade History</p> <p>H1.2 Historical Inquiry and Analysis</p> <p>Use historical inquiry and analysis to study the past.</p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>H1.4 Historical Understanding</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Use historical concepts, patterns, and themes to study the past.</p> <p>7 – 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).</p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>Geography</p> <p>G1 The World in Spatial Terms:</p> <p>Geographical Habits of Mind</p> <p>Describe and study the relationships between</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking</p> <p>Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>7 – G1.2.6 Apply the skills of geographic</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>7 – G1.3.3 Explain the different ways in which places are</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).</p> <p>G4.4 Forces of Cooperation and Conflict</p> <p>Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>7 – G4.4.1</p> <p>Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).</p> <p>Civics & Government</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>C1 Purposes of Government Analyze how people identify, organize, and accomplish the purposes of government.</p> <p>C1.1 Nature of Civic Life, Politics, and Government Describe Civic Life, Politics, and Government and explain their relationships.</p> <p>Grades 6 & 7</p> <p>7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>differences that occur in monarchies, theocracies, dictatorships, and representative governments.</p> <p>C3 Structure and Functions of Government Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities , generating revenue, and providing national security.</p> <p>C3.6 Characteristics of Nation-</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>States Describe the characteristics of nation-states and how they may interact.</p> <p>7 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.</p> <p>C4 Relationship of United States to Other Nations And World Affairs Explain that nations interact with one another through trade, diplomacy,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.</p> <p>C4.3 Conflict and Cooperation Between and Among Nations</p> <p>Explain the various ways that nations interact both positively and negatively.</p> <p>7 – C4.3.1</p> <p>Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden;</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>international immigration quotas, international aid, energy needs for natural gas and oil and military aid).</p> <p>7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).</p> <p>7 – C4.3.3 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>(EU), and African Union (AU), G-8 countries (leading economic/political)).</p> <p>Economics</p> <p>E2 The National Economy</p> <p>Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.</p> <p>E2.3 Role of Government</p> <p>Describe how national governments make decisions that</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>affect the national economy</p> <p>7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).</p> <p>Discourse, Decisions, Ctzn Inv</p> <p>P4.2 Citizen Involvement Act</p> <p>constructively to further the public good.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p> <p>High School Civics & Government C1 Conceptual Foundations of Civic and Political Life 1.1 Nature of Civic Life, Politics, and Government Explain the meaning of civic life, politics, and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?</p> <p>1.1.2 Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”</p> <p>1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and establish justice for all).</p> <p>1.2 Alternative Forms of Government</p> <p>Describe constitutional government and contrast it with other forms of government through the investigation of such questions as:</p> <p>What are essential characteristics of limited and unlimited government?</p> <p>What is constitutional government?</p> <p>What forms can a constitutional government take?</p> <p>1.2.2 Explain the purposes and uses of constitutions in</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom).</p> <p>1.2.3 Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure.</p> <p>C2 Origins and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Foundations of Government of the United States of America</p> <p>2.1 Origins of American Constitutional Government</p> <p>(Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.) Explain the fundamental ideas and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?</p> <p>2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (such as the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.</p> <p>2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.</p> <p>2.2 Foundational Values and Constitutional Principles of American Government Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>government shaped American society?</p> <p>2.2.5 Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations.</p> <p>C3 STRUCTURE AND Functions of Government in THE UNITED STATES OF AMERICA 3.1 Structure, Functions, and Enumerated Powers of National Government Describe how the national</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?</p> <p>3.1.1 Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.</p> <p>3.1.2 Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>3.1.5 Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).</p> <p>3.2 Powers and Limits on Powers</p> <p>Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>limited in the government established by the United States Constitution?</p> <p>3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.</p> <p>C4 The United States of America and World Affairs</p> <p>4.1 Formation and Implementation of U.S. Foreign Policy</p> <p>Describe the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?</p> <p>4.1.2 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.</p> <p>4.2 U.S. Role in International Institutions and Affairs</p> <p>Identify the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?</p> <p>4.2.1 Describe how different political systems interact in world affairs with respect to international issues.</p> <p>4.2.4 Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations,</p>			


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>NATO, World Court, Organization of American States, International Red Cross, Amnesty International).</p> <p>5.3 Rights of Citizenship Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?</p> <p>5.3.1 Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>religion, and equal protection of the law).</p> <p>5.3.2 Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).</p> <p>5.3.3 Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>5.3.4 Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			






Social Studies






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
1: An Introduction to World History (Week 1, 7 Weeks)	How can we know about the past?	MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 MI: Grades 6-8 Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions	1. Why is it important to treat maps and "history" as accounts? 2. How do historians know and create accounts about the past? 3. Why might historians have different and sometimes conflicting versions of the same event?	close-reading contextualizing corroborating event evidence framing geographic features historical argument historical problem history perspective primary sources representations /accounts secondary sources significance social institutions sourcing spatial scales temporal frames (time)	<u>Equipment/Manipulative</u> 11 x 17 inch paper A classroom amount of oranges or grapefruits Chart paper Lined paper Markers Overhead projector or Document Camera/Projector Permanent markers, one per student (or they can share) Student journal or notebook <u>Student Resources</u> A present-day map of the world. A student world history textbook such as Spielvogal, Jackson J., <i>World History: Journey Across Time</i> . Columbus, OH: Glencoe, 2008. Community Map. Online Maps. The Education Place. Houghton Mifflin Harcourt. 8 August 2012. Excerpt from: Cheyney, Edward P. <i>An Introduction to the Industrial and Social History</i> . Chautauqua, New York: The Chautauqua Press, 1910. 23 September 2015.  http://books.google.com/books?id=MyIwbO2NnCc&pg=PA233&lpg=PA233&dq=%22Children+from+seven+years+of+age+upward+were+engaged+by+the+hundreds+from+London+and+the+other+large+cities,+and+set+to+work+in+the+cotton+spinning+factories+of+the+north.+Since+there+were+no+other+facilities+for+boarding+them,%22

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>drawn from the text.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>4. Interpret</p>			<p>22&source=bl&ots=k0VpP6_uDv&sig=iyidJvdiRCQmRSmBfhBzbhWU9FQ&hl=en&ei=zU3Tf2DMcGB8gaUgg3YAw&sa=X&oi=book_result&ct=result&resnum=1&ved=0CБУQ6AEwAA#v=onepage&q&f=false</p> <p><i>Islamic Calendar</i>. Social Studies for Kids. 23 September 2015.  http://www.socialstudiesforkids.com/articles/religions/islamiccalendar.htm</p> <p><i>The Jewish Calendar</i>. Social Studies for Kids. 23 September 2015.  http://www.socialstudiesforkids.com/articles/religions/jewishcalendar.htm</p> <p>Meyer, Peter. The Structure of the Chinese Calendar. 23 September 2015.  http://www.hermetic.ch/cal_stud/chinese_cal.htm</p> <p><i>The Sadler Committee Report (1832)</i>. Hanover College History Department. 23 September 2015.  http://history.hanover.edu/courses/excerpts/111sad.html</p> <p>World Continents Maps. Online Maps. The Education Place. Houghton Mifflin Harcourt. 23 September 2015.  http://www.eduplace.com/ss/maps/pdf/world_cont.pdf</p> <p>Teacher Resources</p> <p>AP World Review Project. West Hills HS and Hercules HS. 23 September 2015. https://sites.google.com/a/wolfpackweb.net/ap-review-09/topics/a6.</p> <p>Bloom, Amy, Kimberly Hase and Stacie Woodward. Supplemental Materials (Unit 1). Teacher-made materials. Oakland Schools, 2012.</p> <p>Christian, David. <i>Maps of Time</i>. 23 September 2015.  http://www.ucpress.edu/book.php?isbn=9780520244764</p> <p>- - -. <i>This Fleeting World: An Overview of Human History</i>. Berkshire Publishing Group, 2005.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the</p>			<p>Getting Started. History, Geography, and Time. <i>World History for Us All</i>. San Diego State University. 23 September 2015.  http://worldhistoryforusall.sdsu.edu/getting_started.php</p> <p>The Government of the Iroquois Nations. Nihewan Foundation. 2002. 8 August 2012.</p> <p>Hall, Loretta. Iroquois Confederacy. 23 September 2015.  http://www.everyculture.com/multi/Ha-La/Iroquois-Confederacy.html</p> <p>Haudenosaunee (Iroquois) Indian Fact Sheet. Native Languages of America Website. 1998-2009. 23 September 2015.  http://www.bigorrin.org/iroquois_kids.htm</p> <p>Holford-Strevens, Leofranc. <i>The History of Time: A very Short Introduction</i>. Oxford University Press, 2005.</p> <p>Introduction to Big Geography. Landscape Unit .02. History, Geography, and Time. <i>World History for Us All</i>. 8 August 2012.</p> <p>Lewis, Martin and Karen E. Wigen, <i>The Myth of Continents: A Critique of Metageography</i>. © 1998 by the Regents of the University of California. Published by the University of California Press. UP Press Website:  http://www.ucpress.edu/book.php?isbn=9780520207431. Available at  http://nytimes.com/books/first/l/lewis-myth.html?_r=1. (Requires registration)</p> <p>The Longhouse. 8 August 2012.</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons</p> <p><i>Peters Map vs. Mercator Projection</i>. Atlas Rider. 23 September 2015.  http://www.atlasrider.com/?p=265</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate</p>			<p>The Robinson Project. The Arthur H. Robinson Map Library. University of Wisconsin. 23 September 2015.  http://www.geography.wisc.edu/maplib/robinson_projection.html</p> <p>Richards, E.G. <i>Mapping Time: The Calendar and its History</i>. Oxford University Press, 1998.</p> <p>Route of the Plague. 8 August 2012.</p> <p>"Why Historical Thinking Matters." Historical Thinking Matters. 23 September 2015.  http://historicalthinkingmatters.org/why/. (Offers a module that illustrates HOW historians go about the work of historical inquiry. Based on conflicting sources on the Battle of Lexington.)</p> <p><i>World History for Us All</i>. San Diego State University. 8 August 2012.</p> <p><i>World Index Map</i>. National Geospatial Intelligence Agency. 23 September 2015.  http://earth-info.nga.mil/GandG/coordsys/online datum/indexmap.html</p> <p><i>World, Peters Projection Folded Map</i>. Mapcenter.com. 23 September 2015.  http://www.mapcenter.com/index.php?c=web2.43&product=ODT+WOR+PP+PO</p> <p><u>For Further Professional Knowledge</u></p> <p>Bain, Robert B. "Rounding Up Unusual Suspects: Facing the Authority Hidden in the History Classroom." <i>Teachers College Record</i>, 108, no. 10 (2006): 2080-2114.</p> <p>- - -. "Into the Breach: Using Research and Theory to Shape History Instruction." In <i>Knowing. Teaching & Learning History: National and International Perspectives</i>, edited by P. Stearns, P. Seixas, and S. Wineburg, 331-53. New York: New York University Press, 2000. 23 September 2015.  http://www.worldhistory.pitt.edu/documents/Bain2000intothebreach.pdf</p>

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		<p>content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RH.6-8.8. Distinguish</p>			<p>Bentley, Jerry J. "Cross-Cultural Interaction and Periodization in World History," <i>The American Historical Review</i>, Vol. 101, No. 3 (June, 1996), pp. 749-770. This raises and addresses some fundamental questions about spatial scale and periodization in pre-modern world history that help connect some of the issues of this unit to the coming content in later units.</p> <p>Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. <i>The Craft of Research</i>. 3rd edition. Chicago: University of Chicago Press, 2008. This text provides some really clear discussions on building arguments from evidence.</p> <p>Drake, Frederick D. and Sarah Drake Brown. <i>A Systematic Approach to Improve Students' Historical Thinking</i>. The History Teacher. 23 September 2015.  http://www.historycooperative.org/journals/ht/36.4/drake.html</p> <p>Wineburg, Sam. "Historical Thinking and Other UnNatural Acts." Philadelphia: Temple University Press, 2001. This book examines issues concerning the teaching and learning of history. 23 September 2015. For a more detailed description, see  http://www.temple.edu/tempress/titles/1518_reg.html.</p> <p>- - -. "Teaching the mind good habits." <i>The Chronicle of Higher Education</i>. Vol. 49, No.31, p. B2. 23 September 2015. (available at  http://www.faculty.sfasu.edu/dubenaj/SFA101049/TeachingTheMindGoodHabits.pdf).</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and</p>			

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		<p>informational texts independently and proficiently.</p> <p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p>			

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		<p>WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>task, purpose, and audience.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>			

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		<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>MI: GLCE: Social Studies 6th Grade History</p> <p>H1 The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)</p> <p>Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <p>H1.1 Temporal Thinking Use historical conceptual devices to organize and study the past.</p> <p>Grade 6 & 7</p> <p>6 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p>6 – H1.1.2 Compare and contrast several different calendar systems used in the past and</p>			

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		<p>present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technolo</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>gy, written language, education, family).</p> <p>6 – H1.4.2</p> <p>Describe and use themes of history to study patterns of change and continuity.</p> <p>Geography</p> <p>G1 The World in Spatial</p> <p>Terms:</p> <p>Geographical</p> <p>Habits of Mind</p> <p>Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context.</p> <p>Engage in mapping and analyzing the information to explain the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p> <p>6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p>6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>(Canada, United States, Mexico, Central America, South America, and Caribbean).</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p> <p>6 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).</p> <p>7th Grade History</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>H1 The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking) Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <p>H1.1 Temporal Thinking Use historical conceptual devices to organize and study the past.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Grade 6 & 7</p> <p>7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p>7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).</p> <p>H1.2 Historical Inquiry and Analysis Use historical inquiry and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>analysis to study the past.</p> <p>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).</p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – 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).</p> <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>Geography G1 The World in Spatial Terms: Geographical Habits of Mind Describe and study the relationships between</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania , Antarctica).</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>between people, cultures, their environment, and relations within the larger world context.</p> <p>7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>a region of the Eastern Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2 Places and Regions Describe the cultural groups and diversities among people that are rooted in particular places and in</p>			






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>human constructs called regions. Analyze the physical and human characteristics of places and regions.</p> <p>G2.1 Physical Characteristics of Place Describe the physical characteristics of places.</p> <p>7 – G2.1.2 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).</p> <p>G4 Human Systems Explain that human activities may be seen on Earth's surface.</p> <p>G4.1 Cultural Mosaic Describe the characteristics , distribution and complexity of Earth's cultural mosaic.</p>			



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
<p>2: Beginnings of Human Societies (Week 8, 4 Weeks)</p>	<p>How can we know about the past?</p>	<p>MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>MI: Grades 6-8</p>	<p>1. How do we learn about humans and human ancestors in pre-historic times, before there</p>	<p>adaptation agriculture domestication evidence evolution foraging meta cognition migration Neolithic Era Paleolithic Era settlement social institutions</p>	<p><u>Equipment/Manipulative</u> Butcher paper</p> <p>Markers</p> <p>Overhead projector, Document Camera, Computer and Projector or Whiteboard/ Student journal or notebook</p> <p>Tape</p> <p>Wall Maps</p>



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine central ideas or themes of a text and</p>	<p>was writing?</p> <p>2. How and why did humanity spread across the earth?</p> <p>3. How did the natural environment shape the ways people lived in the Paleolithic Era?</p> <p>4. How and why did many humans begin to shift from full-time foraging to living in settled villages?</p>	<p>specialization</p> <p>world history</p>	<p>Whiteboard or Chalkboard</p> <p>World Atlases</p> <p>Student Resource</p> <p>Abbaymedia.com. Oldest Human Remains Found in Ethiopia. Abbey Media News. 23 September 2015.  http://abbaymedia.com/News/?p=2912</p> <p>“All About Mammoths and Mastadons: Human Interaction.” <i>Mammoths and Mastadons: Titans of the Ice Age</i>. Field Museum of Chicago. 23 September 2015.  http://archive.fieldmuseum.org/mammoths/allaboutmammoth_interaction_2.asp</p> <p>Any middle school world history textbook addressing beginnings of human society such as <i>World History: Ancient Civilizations</i>. Houghton Mifflin, 2012.</p> <p>Biomes Map. Map. 23 September 2015.  http://www.marietta.edu/~biol/biomes/biomemap.htm</p> <p>The Cave of Chauvet-Pont-d’Arc. French Ministry of Culture and Communication. 23 September 2015.  http://www.culture.gouv.fr/culture/arcnat/chaudet/en/</p> <p>Christian, David. <i>This Fleeting World: An Overview of Human History</i>. Berkshire Publishing Group, 2005. Pp.9-12.</p> <p>Davies, Caroline. “Stone Age Toddlers May Have Had Art Lessons.” The Guardian. September 29, 2001. 23 September 2015.  http://www.guardian.co.uk/science/2011/sep/30/stone-age-toddlers-art-lessons</p> <p>Early Human Migration. Map. 23 September 2015.  http://www.cobb.leon.k12.fl.us/walper/This%20Week%20in%20Social%20Studies/Human%20Migration%20Map.jpg</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>analyze their development; summarize the key supporting details and ideas.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes</p>			<p>Fournier, Teplyn. Skull Replica Photographs. University of Michigan Museum of Natural History.</p> <p>Fowler, Susanne. "Into the Stone Age with a Scalpel – A Dig with Clues to Early Urban Life." <i>New York Times</i>. September 7, 2011. 23 September 2015.  http://www.nytimes.com/2011/09/08/world/europe/08iht-M08C-TURKEY-DIG.html?pagewanted=2&_r=1</p> <p>Glantz, Michelle, Rustam Suleymanov, Peter Hughes and Angela Schaubert. Anghilak Cave, Uzbekistan: Documenting Neandertal Occupation at the Periphery. <i>Antiquity</i> Vol 77 No 295 March 2003. 23 September 2015.  http://antiquity.ac.uk/projgall/glantz/glantz.html</p> <p>"Mysteries of Catal Hoyuk." Science Museum of Minnesota. 2003. 23 September 2015.  http://www.smm.org/catal/top.php?visited=TRUE</p> <p>Prehistoric Children Finger-Painted on Cave Walls. History.com. 23 September 2015.  http://www.history.com/news/2011/09/30/prehistoric-children-finger-painted-on-cave-walls/</p> <p>Remixing Catalhoyuk. Çatalhöyük Research Project. University of California, Berkeley. 20 April 2012</p> <p>Shreeve, Jamie. "Oldest Skeleton of Human Ancestor Found". Nationalgeographic.com. October 1, 2009. 23 September 2015.  http://news.nationalgeographic.com/news/2009/10/091001-oldest-human-skeleton-ardi-missing-link-chimps-ardipithecus-ramidus.html</p> <p><u>Teacher Resource</u> <i>Becoming Human</i>. Institute of Human Origins. 20 April 2012 www.becominghuman.org</p> <p>"Big Era Two." <i>World History For Us All</i>. San Diego State University. 23 September 2015. </p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>law, how interest rates are raised or lowered).</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Integration of Knowledge and Ideas</p>			<p>http://worldhistoryforusall.sdsu.edu/units/two/panorama/02_panorama.pdf</p> <p>"Big Era Three." World History for Us All. San Diego State University. 23 September 2015.  http://worldhistoryforusall.sdsu.edu/eras/era3.php</p> <p>Bloom, Amy, Kimberly Hase, Darin Stockdill, and Stacie Woodward. <i>Supplemental Materials (Unit 2)</i>. Teacher-made material. Oakland Schools, 2012.</p> <p>Christian, David. <i>This Fleeting World: An Overview of Human History</i>. Berkshire Publishing Group 2005.</p> <p>Gallery of Archeology. Lithic Casting Lab. 23 September 2015.  http://lithiccastinglab.com/gallerypage.htm</p> <p>Gheorghiu, Dragos. <i>Early Farmers, Late Foragers, and Ceramic Traditions: On the Beginning of Pottery in the Near East and Europe</i>. 2009.</p> <p>Halsall, Paul. "Human Origins." <i>Internet Ancient History Sourcebook</i>. Fordham University. 23 September 2015.  http://www.fordham.edu/halsall/ancient/asbook02.html</p> <p>"History of the World in Seven Minutes." <i>World History for Us All</i>. San Diego State University. 23 September 2015.  http://worldhistoryforusall.sdsu.edu/movies/flash_large.php</p> <p><i>The Human Spark</i>. Narrated by Alan Alda. PBS. 2012. 23 September 2015.  http://www.pbs.org/wnet/humanspark</p> <p>Macaulay, David. <i>Motel of the Mysteries</i>. Graphia Books, 1979.</p> <p>McCarter, Susan. <i>Neolithic</i>. Routledge, 2007.</p>

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		<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently</p>			<p>Milisauskas, Sarunas. <i>Early Neolithic Settlement and Society at Olszanica</i> (Memoirs of the Museum of Anthropology). University of Michigan, 1986.</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons</p> <p>The Origins of Agriculture. The University of Sheffield. 23 September 2015. http://aps.group.shef.ac.uk/apsrtp/aps-rtp-2010/kluyster-thomas/project.html</p> <p>Rhode, D. "Epipaleolithic / early Neolithic settlements at Qinghai Lake, western China." <i>Journal of Archaeological Science</i>, 2007.</p> <p><i>The Teaching of Evolution in the Schools</i>. National Science Teachers Association. Official Position. 23 September 2015. http://www.nsta.org/about/positions/evolution.aspx</p> <p>Towrie, Sigurd Skara Brae, The Discovery of the Village. <i>Orkneyjar. The Heritage of the Orkney Islands</i>. 1996-2012. 20 April 2012 .</p> <p><i>Understanding Evolution</i>. University of California Museum of Paleontology. 23 September 2015. http://evolution.berkeley.edu/</p> <p>"What Does it Mean to Be Human?" Smithsonian Museum of National History. 23 September 2015. http://humanorigins.si.edu/</p> <p><u>For Further Professional Knowledge</u></p> <p>Bain, Robert B. "Building an Essential World History Tool," in <i>Teaching World History: A Resource Book</i>. Armonk, NY: M.E. Sharpe, 1997</p> <p>- - - "Rounding Up Unusual Suspects: Facing the Authority Hidden in the History Classroom." <i>Teachers College Record</i>, 108, no. 10 (2006): 2080-2114.</p>

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		<p>and proficiently. RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and</p>			<p>-- -. "Into the Breach: Using Research and Theory to Shape History Instruction." In <i>Knowing. Teaching & Learning History: National and International Perspectives</i>, edited by P. Stearns, P. Seixas, and S. Wineburg, 331-53. New York: New York University Press, 2000. 23 September 2015.  http://www.worldhistory.pitt.edu/documents/Bain2000intothebreach.pdf</p> <p>Clottes, Jean. <i>Return to Chauvet Cave: Excavating the Birthplace of Art – The First Full Report</i>. Thames & Hudson Ltd, 2003.</p> <p>Dunbar, R. "The Social Brain: Mind, Language, and Society in Evolutionary Perspective," <i>Annual Review of Anthropology</i>, Vol. 32 (2003), pp. 163-181</p> <p>Fagan, Brian. <i>World prehistory: A brief introduction</i>. Brown Little, 1979.</p> <p>-- -. <i>In the beginning: An introduction to archaeology</i>. HarperCollins Publishers, 1991.</p> <p>Gamble, C. "Kinship and Material Culture: Archaeological Implications of the Human Global Diaspora" in Allen et al. (eds.) <i>Early Human Kinship</i> (Oxford: Blackwell, 2008)</p> <p>Lee, Peter J. "Putting principles into practice: understanding history." <i>How students learn history in the classroom</i>. Eds. M. Suzanne Donovan, John D. Bransford and National Research Council. Washington, D.C.: The National Academies Press, 2005. 31-78</p> <p>Miner, Horace. <i>Body Ritual among the Nacirema</i>. <i>American Anthropologist</i>, New Series, Vol. 58, No. 3 (June 1956). 23 September 2015.  http://www.jstor.org/pss/665280</p> <p>M. Sahlins, "The Original Affluent Society," in <i>Stone Age Economics</i> (1972). In this classic study, Sahlins questions earlier portrayals of life in hunter/gatherer societies as desperate and impoverished and shows that they actually had to do less work to sustain themselves than agricultural societies.</p>

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		<p>style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or</p>			<p>Spradley, James & Michael Rynkiewicz. <i>The Nacirema: readings on American culture</i>. Brown Little, 1975.</p> <p>Whitley, David S. <i>Cave Paintings and the Human Spirit: The Origin of Creativity and Belief</i>. Prometheus Books, 2009.</p> <p>Wineburg, Sam. "Historical Thinking and Other UnNatural Acts." Philadelphia: Temple University Press, 2001. This book examines issues concerning the teaching and learning of history. 23 September 2015. For a more detailed description, see  http://www.temple.edu/tempress/titles/1518_reg.html</p> <p>- - -. "Teaching the mind good habits." <i>The Chronicle of Higher Education</i>. Vol. 49, No.31, p. B2. 23 September 2015. (available at  http://www.faculty.sfasu.edu/dubenai/SFA101049/TeachingTheMindGoodHabits.pdf).</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>two) for a range of tasks, purposes, and audiences.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>MI: GLCE: Social Studies 6th Grade History H1 The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking) Evaluate evidence, compare and contrast information,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <p>H1.1 Temporal Thinking Use historical conceptual devices to organize and study the past.</p> <p>Grade 6 & 7</p> <p>6 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p> <p>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).</p> <p>6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>events led to the development, and what consequences or outcomes followed.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>W1 WHG Era 1 – The Beginings of Human Society: Beginings to 4000 B.C.E./B.C. Explain the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.</p> <p>W1.1 Peopling of the Earth Describe the spread of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>people in the Western Hemisphere in Era 1.</p> <p>6 – W1.1.1 Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).</p> <p>6 – W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).</p> <p>W1.2 Agricultural Revolution Describe the Agricultural Revolution and explain why it is a turning point in history.</p> <p>6 – W1.2.1 Describe the transition from</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>hunter gatherers to sedentary agriculture (domestication of plants and animals).</p> <p>Geography</p> <p>G2 Places and Regions</p> <p>Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.</p> <p>G2.1 Physical Characteristics of Place</p> <p>Describe the physical characteristics of places.</p> <p>6 – G2.1.1</p> <p>Describe the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>G2.2 Human Characteristics of Place</p> <p>Describe the human characteristics of places.</p> <p>6 – G2.2.3</p> <p>Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>islanders and tourists).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</p> <p>6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).</p> <p>7th Grade History H1 The World in Temporal Terms: Historical Habits of Mind</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>(Ways of Thinking) Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based. H1.1 Temporal Thinking Use historical conceptual devices to organize and study the past.</p> <p>Grade 6 & 7 7 – H1.1.1 Explain why and how historians</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>use eras and periods as constructs to organize and explain human activities over time.</p> <p>H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p> <p>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).</p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual</p>			

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		<p>knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>W1 WHG Era 1 – The Beginings of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Human Society: Beginings to 4000 B.C.E./B.C. Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of the growth of agriculture. W1.1 Peopling of the Earth Describe the spread of people in the Western Hemisphere in Era 1.</p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.</p> <p>7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.</p> <p>W1.2 Agricultural Revolution</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Describe the Agricultural Revolution and explain why it is a turning point in history.</p> <p>7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).</p> <p>7 – W1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).</p> <p>W2 WHG Era 2 – Early</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C. Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.</p> <p>W2.1 Early Civilizations and Early Pastoral Societies Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – W.2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture</p> <ul style="list-style-type: none"> • verbal vocalizations • standardization of physical (rock, bird) and abstract (love, fear) words • pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions) <p>Geography G1 The World in Spatial Terms: Geographical Habits of Mind Describe and study the relationships between people, places, and environments</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking</p> <p>Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p> <p>7 – G1.1.1</p> <p>Explain and use a variety of maps,</p>			




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		<p>globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the</p>			









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		<p>Eastern Hemisphere.</p> <p>7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.</p> <p>G2 Places and Regions</p> <p>Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions.</p>			









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Analyze the physical and human characteristics of places and regions.</p> <p>G2.1 Physical Characteristics of Place</p> <p>Describe the physical characteristics of places.</p> <p>7 – G2.1.1</p> <p>Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>G2.2 Human Characteristics of Place</p> <p>Describe the human characteristics of places.</p> <p>7 – G2.2.3</p> <p>Analyze how culture and experience influence people's</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</p> <p>7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's</p>			







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		<p>humid east and arid west and the effects of irrigation technology).</p> <p>G4.3 Patterns of Human Settlement</p> <p>Describe patterns, processes, and functions of human settlement.</p> <p>7 – G4.3.2</p> <p>Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).</p> <p>© Copyright 2010.</p> <p>National Governors Association Center for Best Practices and Council of Chief State School</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		Officers. All rights reserved.			
3: Early Civilizations and Pastoral Peoples <i>(Week 12, 5 Weeks)</i>	How did humans organize and interact within and across societies?	MI: English Language Arts 6-12 MI: Grade 7 Speaking & Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.7.1. Engage effectively in a range of collaborative	1. How did geography shape the way in which people lived in various world zones during Era 2? 2. How and why did civilizations develop during Era 2? 3. What new problems and solutions emerged from living in civilizations during Era 2? 4. What role did cultural diffusion play	cities civilization conflict and cooperation cultural diffusion evidence geographic luck intensification nomadic pastoralism power and authority river valley civilizations social hierarchy specialization technology world zones writing	<u>Equipment/Manipulative</u> Butcher paper or Chart paper Computer with Internet access and PowerPoint Markers Overhead projector, Document Camera, SmartBoard or Computer and Projector Paper for notes Student journal or notebook Tape Whiteboard or Chalkboard <u>Student Resource</u> "Activity Sheet 1: A quick background on Hieroglyphs and scribes followed by an exercise to decipher a hieroglyphic message." Egypt. 23 September 2015.  http://www.internal.schools.net.au/edu/lesson_ideas/egypt/src/mockup/egypt_actsht1_p1.html "Ancient Civilizations of the Old World. Princeton University. 23 September 2015.  http://qed.princeton.edu/getfile.php?f=Ancient_Civilizations_of_the_Old_World_3500_to_after_600_BCE.jpg <i>Ancient China.</i> Mr. Marks's VI's Grade Page. 19 December 2012 <i>Ancient Egypt Geography.</i> The British Museum. 23 September 2015.  http://www.ancientegypt.co.uk/geography/home.html




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1c. Pose questions that elicit elaboration</p>	during Era 2?		<p><i>Ancient Egypt</i>. The British Museum. 1999. 23 September 2015.  http://www.ancientegypt.co.uk/</p> <p><i>Ancient Egypt</i>. Wikipedia.org. 23 September 2015.  http://en.wikipedia.org/wiki/Ancient_Egypt#Daily_life</p> <p><i>Ancient Mesopotamia: The Invention of Writing</i>. Teacher Resource Center. The Oriental Institute of the University of Chicago. 19 23 September 2015.  http://oi.uchicago.edu/OI/MUS/ED/TRC/MESO/writing.html</p> <p>Ashe, Mark. "Start of Civilization." Ithaca High School, NY. 23 September 2015.  http://www.icsd.k12.ny.us/legacy/highschool/socstud/global2_review/start_of_civilization.htm</p> <p>"The Development of Writing." <i>Writing</i>. The British Museum. 23 September 2015.  http://www.mesopotamia.co.uk/writing/story/sto_set.html</p> <p><i>Family Structure in Ancient Egypt</i>. All About Egypt. 19 December 2012</p> <p>"Farming and the Emergence of Complex Societies." PowerPoint Presentation. Panorama Unit 3. World History for Us All. San Diego State University. 23 September 2015.  http://worldhistoryforusall.sdsu.edu/units/three/panorama/slides/Era03.ppt</p> <p><i>History for Kids: Irrigation</i>. Kidipede. 23 September 2015.  http://www.historyforkids.org/learn/economy/farming/irrigation.htm</p> <p>"Life in Mesopotamia." <i>Ancient Mesopotamia</i>. This History, Our History. University of Chicago. 23 September 2015.  http://mesopotamia.lib.uchicago.edu/mesopotamialife/index.php</p>

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		<p>and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to</p>			<p><i>Mesopotamia</i>. The British Museum. 23 September 2015.  http://www.mesopotamia.co.uk/</p> <p><i>Mesopotamian Geography</i>. The British Museum. 23 September 2015.  http://www.mesopotamia.co.uk/geography/home_set.html</p> <p>NTI Launch. The History of Human Achievement in 3 Minutes. 23 September 2015.  http://www.youtube.com/watch?v=VJILUAWPe20</p> <p><i>Potters of San Marcos The Clay and the Pot</i>. YouTube. 23 September 2015.  http://www.youtube.com/watch?v=Br7t2k5fKnQ</p> <p>"The Steppe Nomads." World History. Kids Past. 23 September 2015.  http://www.kidspast.com/world-history/0233-steppe-nomads.php</p> <p><i>Student Encyclopedia</i>. Britannica Kids. 23 September 2015.  http://kids.britannica.com/comptons/article-205633/nomad</p> <p><i>Yellow River Valley Civilization</i>. The River Valley Civilization Guide. 19 December 2012</p> <p><u>Teacher Resource</u></p> <p><i>Ancient Sumer – Early Pioneers</i>. Mr. Donn.org. 23 September 2015.  http://mesopotamia.mrdonn.org/sumer.html</p> <p>"Animals of the Nomads." Lesson Plan. Xpeditions. National Geographic. 23 September 2015.  http://www.nationalgeographic.com/xpeditions/lessons/12/g68/animalnomad.html</p> <p><i>Art of Asia: Shang Dynasty</i>. History and Maps. Minneapolis Institute of Arts. 19 December 2012</p>



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		<p>task, purpose, and audience.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>MI: Grades 6-8</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text</p>			<p>“The Beginning of Agriculture. 9000 – 500 BCE.” The Historical Atlas. 19 December 2012  http://www.whatisencyclopedia.com/atlas/the-historical-atlas-the-beginning-of-agriculture-9000-500-bce.html</p> <p>“Big Era 3: Farming and the Emergence of Complex Societies.” <i>World History for Us All</i>. San Diego State University. 23 September 2015.  http://worldhistoryforusall.sdsu.edu/eras/era3.php</p> <p>“Big Era Three: Farming and the Emergence of Complex Societies.” <i>World History for Us All</i>. 23 September 2015.  http://worldhistoryforusall.sdsu.edu/units/three/panorama/03_panorama.pdf (This unit provides some good background information on Egypt and Mesopotamia and is also the source of the documents used in this lesson.)</p> <p>“Chariots in Ancient Egypt.” <i>Ancient Egypt Online</i>. 23 September 2015.  http://www.ancientegyptonline.co.uk/chariots.html</p> <p><i>Chariot Spread</i>. LaSalle University. 23 September 2015.  http://www.lasalle.edu/~mcinneshin/wk05/images/NEWChariot_spread.png</p> <p>“Chinese Dynasty Guide: Shang Dynasty.” <i>The Art of Asia</i>. Minneapolis Institute of Arts. 23 September 2015.  http://www.artsmia.org/art-of-asia/history/dynasty-shang.cfm</p> <p>Christian, David. “Inner Eurasia as a Unit of World History,” <i>Journal of World History</i>, vol. 5, no. 2, p. 195 (1994). 23 September 2015.  http://www.uhpress.hawaii.edu/journals/jwh/jwh052p173.pdf</p> <p>- - - . <i>Maps of Time</i>. Berkeley and Los Angeles: University of California Press, 2004. (Many of the larger trends in Era II are discussed in Chapters 8 and 9. See p. 248 for a discussion on the term “civilization.”)</p>




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.6-8.2. Determine the central ideas or information of a</p>			<p>- - -. <i>This Fleeting World: A Short History of Humanity</i>. Great Barrington, MA: Berkshire Publishing Group, 2007. (See Chapter 2, "Acceleration: The Agrarian Era." Much of what is discussed in <u>Maps of Time</u> is discussed more concisely here.)</p> <p>"Code of Hammurabi." <i>Ancient History Sourcebook</i>. Fordham University. 23 September 2015.  http://www.fordham.edu/halsall/ancient/hamcode.asp</p> <p>Cohn-Haft, Louis. <i>Source Readings in Ancient History</i>, Vol. 1 (New York: T.Y. Crowell, 1965), 66-68; 79-81; 89-91; 96-97. Some of the language has been simplified by Anne Chapman. In  http://worldhistoryforusall.sdsu.edu/units/three/landscape/03_landsc ape3.pdf Accessed 23 September 2015.</p> <p>Diamond, Jared. <i>Guns, Germs, and Steel – The fates of human societies</i>. New York: W.W. Norton & Co., 1999.</p> <p>Documents in World History. Upper Saddle River, NJ: Prentice Hall. 23 September 2015.  http://www.uncp.edu/home/rwb/World_History_Documents.pdf (A useful source of other primary documents from Era II and beyond).</p> <p>"The Early Formative, 2000 BC – 1200 BC." <i>Interamericana</i>. 18 December 2012</p> <p>"Egypt Lesson Plan 1: Hieroglyphs and Communication." <i>Egypt's Golden Empire</i>. PBS. 2006. 23 September 2015.  http://www.pbs.org/empires/egypt/pdf/lesson1.pdf</p> <p>Electronic Text Corpus of Sumerian Literature. Faculty of Oriental Studies, University of Oxford. 24 Oct. 2006. 23 September 2015.  http://etcsl.orinst.ox.ac.uk/</p> <p><i>Farming and the Emergence of Complex Societies. Landscape Teaching Unit 3.3</i>. World History for Us All. San Diego State University. 23 September 2015. </p>

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		<p>primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related</p>			<p>http://worldhistoryforusall.sdsu.edu/units/three/landscape/03_landsc_ape3.pdf (Provides an excellent introduction to many of the big trends and ideas throughout Era II and more ideas for lessons about River Valley Civilizations and has useful source documents for studying Era II.)</p> <p><i>The Great Bronze Age of China: An Exhibition from the People's Republic of China at The Metropolitan Museum of Art, New York.</i> Asia for Educators. 23 September 2015.  http://afe.easia.columbia.edu/special/china_4000bce_bronze.htm</p> <p>Gugliotta, Guy. "Earliest Urban Society in America Found at Peruvian Sites.... Cities Occupied By 3000 BC. " <i>Washington Post</i>. Thursday, December 23, 2004; Page A08. <i>Guns, Germs, and Steel</i>. PBS. Lion Television 2005. 23 September 2015.  http://www.pbs.org/gunsgermssteel/</p> <p>"History of Africa – 1500 BC." Time Maps. 18 December 2012  http://www.timemaps.com/history/africa-1500bc/</p> <p>"Hunters and Gatherers." <i>Threads of History</i>. 8 August 2009. 23 September 2015.  http://threadsofhistory.blogspot.com/2009/08/hunters-and-gatherers.html</p> <p><i>Hyksos</i>. Ancient Egypt Online. 23 September 2015.  http://www.ancientegyptonline.co.uk/hyksos.html</p> <p><i>Irrigation Systems, Ancient</i>. The Water Encyclopedia. 23 September 2015.  http://www.waterencyclopedia.com/Hy-La/Irrigation-Systems-Ancient.html#ixzzz1zl2uGIWm</p> <p>Johnson, Jean Elliott and Donald James Johnson. <i>The Human Drama</i>. Princeton, NJ: Wiener, Markus Pub., Inc. 2000, pp. 83-131 (See Act III, Johnson and Johnson provide a good description of the history of pastoral people during this era. They supply intriguing quotations from sources of the Era along with useful maps.)</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>to history/social studies.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>			<p>McNeill, J.R. and McNeill, William. <i>The Human Web</i>. New York: W. W. Norton and Co., 2003 (See pp. 43-54 for more background information on early civilizations.)</p> <p>"Migrations and Militarism across Afroeurasia, 2000-1000 BC/BCE." World History for Us All. San Diego State University. 23 September 2015.  http://worldhistoryforusall.sdsu.edu/units/three/landscape/03_landscape4.pdf (A teaching unit with ideas for extension activities and other primary and secondary source materials).</p> <p>Nulton, Peter E. <i>The Eastern Mediterranean in the Late Bronze Age</i>. 23 September 2015.  http://peternulton.com/images/eastern_mediterranean_late_bronze_age.jpg.</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons</p> <p>"Population Growth." <i>Humans and their environment</i>. Science. GCSE Bitesize. BBC. 23 September 2015.</p> <p><i>The Rillaton Gold Cup</i>. The British Museum. 23 September 2015.  http://www.britishmuseum.org/explore/highlights/highlight_objects/pe_prb/t/the_rillaton_gold_cup.aspx</p> <p>"Shang and Zhou Dynasties: The Bronze Age of China." <i>Heilbrunn Timeline of Art History</i>. The Metropolitan Museum of Art. 23 September 2015. http://www.metmuseum.org/toah/hd/shzh/hd_shzh.htm</p> <p>Stockdill, Darin and Stacie Woodward. . "Early Civilizations.... The Why of the Where." <i>PowerPoint Presentation</i>. (Unit 3, Lesson 1). Teacher-made materials. Oakland Schools, 2012.</p> <p>- - -. "Interaction in Era 2 – Conflict and Cooperation" <i>PowerPoint</i> (Unit 3, Lesson 7). Teacher made materials. Oakland Schools, 2012.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Range of Reading and Level of Text Complexity</p>			<p>- - -. "The Human Story Outside of Afroeurasia – Historical Patterns in Different World Zones." <i>PowerPoint (Unit 3, Lesson 8)</i>. Teacher made materials. Oakland Schools, 2012.</p> <p>- - -. <i>Supplemental Materials (Unit 3, Lesson 1-3, 6-8)</i>. Teacher-made materials. Oakland Schools, 2012.</p> <p>- - -. "Technological Improvements, Era 2: 4000 – 1000 BCE." <i>PowerPoint (Unit 3, Lesson 6)</i>. Teacher made materials. Oakland Schools, 2012.</p> <p>Stokes Brown, Cynthia. <i>Big History</i>. New York: The New Press, 2007. (<i>Chapter 6 deals specifically with Era II. Provides great background information on the development of cities in Afroeurasia.</i>)</p> <p><i>The Stone, Bronze, and Iron Age</i>. Essential Humanities. 23 September 2015. http://www.essential-humanities.net/world-history/the-stone-bronze-and-iron-ages/</p> <p>"Story: Pacific Migrations." <i>Encyclopedia of New Zealand</i>. 23 September 2015. http://www.teara.govt.nz/en/pacific-migrations/3</p> <p><i>Sumarian Shakespeare</i>. 19 December 2012</p> <p>"Timeline of Ancient Egypt." <i>Egypt, Secrets of an Ancient World</i>. National Geographic. 23 September 2015. http://www.nationalgeographic.com/pyramids/timeline.html</p> <p>"Tut's Chariot on its way to New York." <i>The History Blog</i>. 23 September 2015. http://www.thehistoryblog.com/archives/6918</p> <p><i>Uluburun</i>. Uluburun Shipwreck Web Site. 23 September 2015. http://sara.theellisschool.org/shipwreck/</p> <p><i>Uluburun, Turkey</i>. Institute of Nautical Archaeology. 19 December 2012</p>

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		<p>10. Read and comprehend complex literary and informational texts independently and proficiently. RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>			<p>Woodward, Stacie and Darin Stockdill. <i>Supplemental Materials (Unit 3, Lesson 5)</i>. Teacher-made materials. Oakland Schools, 2012.</p> <p>- - -. "River Valley Civilizations" <i>PowerPoint Presentation. (Unit 3, Lesson 2)</i>. Teacher-made materials. Oakland Schools, 2012.</p> <p>- - -. <i>Supplemental Materials (Unit 3, Lesson 4)</i>. Teacher-made materials. Oakland Schools, 2012.</p> <p>- - -. "Exploring the development of writing, laws, and central authority in early civilizations." <i>PowerPoint (Unit 3, Lesson 4)</i>. Teacher-made materials. Oakland Schools, 2012.</p> <p><i>World History for Us All</i>. Glossary. 23 September 2015.  http://worldhistoryforusall.sdsu.edu/shared/glossary.htm</p> <p><u>For Further Professional Knowledge</u> Bain, Robert B. "Building an Essential World History Tool," in <i>Teaching World History: A Resource Book</i>. Armonk, NY: M.E. Sharpe, 1997</p> <p>- - -. "Rounding Up Unusual Suspects: Facing the Authority Hidden in the History Classroom." <i>Teachers College Record</i>, 108, no. 10 (2006): 2080-2114.</p> <p>- - -. "Into the Breach: Using Research and Theory to Shape History Instruction." In <i>Knowing. Teaching & Learning History: National and International Perspectives</i>, edited by P. Stearns, P. Seixas, and S.Wineburg, 331-53. New York: New York University Press, 2000. 23 September 2015.  http://www.worldhistory.pitt.edu/documents/Bain2000intothebreach.pdf</p> <p>Braudel, Fernand . <i>Civilization and Capitalism, 15th-18th Century</i> (New York: Harper & Row, 1982), Chapter 1.</p> <p>Lee, Peter J. "Putting principles into practice: understanding history." <i>How students learn history in the classroom</i>. Eds. M. Suzanne</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims,</p>			<p>Donovan, John D. Bransford and National Research Council. Washington, D.C.: The National Academies Press, 2005. 31-78</p> <p>Miner, Horace. Body Ritual among the Nacirema. <i>American Anthropologist</i>, New Series, Vol. 58, No. 3 (June 1956). 23 September 2015.  http://www.jstor.org/pss/665280</p> <p>Spradley, James & Michael Rynkiewicz. <i>The Nacirema: readings on American culture</i>. Brown Little, 1975.</p> <p>Whitley, David S. <i>Cave Paintings and the Human Spirit: The Origin of Creativity and Belief</i>. Prometheus Books, 2009.</p> <p>Wineburg, Sam. "Historical Thinking and Other UnNatural Acts." Philadelphia: Temple University Press, 2001. This book examines issues concerning the teaching and learning of history. 23 September 2015. For a more detailed description, see  http://www.temple.edu/tempress/titles/1518_reg.html</p> <p>- - -. "Teaching the mind good habits." <i>The Chronicle of Higher Education</i>. Vol. 49, No.31, p. B2. 23 September 2015. (available at  http://www.faculty.sfasu.edu/dubenaj/SFA101049/TeachingTheMindGoodHabits.pdf)</p>

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		<p>reasons, and evidence.</p> <p>WHST.6-8.1d. Establish and maintain a formal style.</p> <p>WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>WHST.6-8.2. Write informative/explanatory texts,</p>			

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		<p>including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST.6-8.2e. Establish and maintain a formal style and objective tone.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>MI: GLCE: Social Studies 6th Grade History</p> <p>H1 The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)</p> <p>Evaluate evidence,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <p>H1.1 Temporal Thinking Use historical conceptual devices to organize and study the past.</p> <p>Grade 6 & 7</p> <p>6 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>activities over time.</p> <p>H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p> <p>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).</p> <p>6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>6 – H1.4.1 Describe and use</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p>6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>W1 WHG Era 1 – The Beginings of Human Society: Beginings to 4000 B.C.E./B.C. Explain the basic features and differences</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.</p> <p>W1.1 Peopling of the Earth</p> <p>Describe the spread of people in the Western</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Hemisphere in Era 1.</p> <p>6 – W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).</p> <p>W1.2 Agricultural Revolution Describe the Agricultural Revolution and explain why it is a turning point in history.</p> <p>6 – W1.2.2 Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>suitable growing season).</p> <p>6 – W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).</p> <p>W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C. Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>spread.</p> <p>W2.1 Early Civilizations and Early Pastoral Societies</p> <p>Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.</p> <p>6 – W2.1.1</p> <p>Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.</p> <p>6 – W2.1.2</p> <p>Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>crops, cultivation, and development of villages and towns).</p> <p>6 – W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).</p> <p>6 – W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).</p> <p>W3 WHG Era 3 – Classical Traditions and Major</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Empires, 1000 B.C.E./B.C. to 300 C.E./A.D. Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment. Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>urbanization and trading economies that occurred in the region. (Grade 6)</p> <p>W3.1 Classical Traditions and Major Empires in the Western Hemisphere</p> <p>Describe empires and agrarian civilizations in Mesoamerica and South America.</p> <p>6 – W3.1.1</p> <p>Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.</p> <p>6 – W3.1.2</p> <p>Explain the role of economics in shaping the development of early civilizations</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>(trade routes and their significance – Inca Road, supply and demand for products).</p> <p>Geography</p> <p>G1.2</p> <p>Geographical Inquiry and Analysis</p> <p>Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>G1.3 Geographical Understanding Use</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2 Places and Regions Describe the cultural groups and diversities among people that are rooted in particular</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.</p> <p>G2.1 Physical Characteristics of Place Describe the physical characteristics of places.</p> <p>6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>on the Earth's surface.</p> <p>6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).</p> <p>G4 Human Systems Explain that human activities may be seen on Earth's surface.</p> <p>G4.1 Cultural Mosaic Describe the characteristics , distribution and complexity of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Earth's cultural mosaic.</p> <p>6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).</p> <p>G4.3 Patterns of Human Settlement Describe patterns, processes, and functions of human settlement.</p> <p>6 – G4.3.1 Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).</p> <p>6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Earth's surface and its resources.</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p>G5 Environment and Society Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.</p> <p>G5.1 Humans and the Environment Describe how human actions modify the environment.</p> <p>6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere;</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>building a dam floods land upstream and may permit irrigation in another region).</p> <p>7th Grade History</p> <p>H1 The World in Temporal Terms:</p> <p>Historical Habits of Mind (Ways of Thinking)</p> <p>Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>based.</p> <p>H1.1 Temporal Thinking Use historical conceptual devices to organize and study the past.</p> <p>Grade 6 & 7</p> <p>7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p>H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p> <p>7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>language, education, family).</p> <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>W1 WHG Era 1 – The Beginings of Human Society: Beginings to 4000 B.C.E./B.C. Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.</p> <p>W1.1 Peopling of the Earth Describe the spread of people in the Western Hemisphere in Era 1.</p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.</p> <p>7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.</p> <p>W1.2 Agricultural Revolution Describe the Agricultural Revolution and explain why it is a turning point in history.</p> <p>7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>irrigation, adequate precipitation, and suitable growth season).</p> <p>7 – W1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).</p> <p>7 – W1.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtse, Indus River Valley, Tigris/Euphrates, and Nile).</p> <p>W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Pastoral Peoples, 4000 to 1000 B.C.E./B.C. Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.</p> <p>W2.1 Early Civilizations and Early Pastoral Societies Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.</p> <p>7 – W2.1.1 Describe the importance of the development of human language,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>oral and written, and its relationship to the development of culture</p> <ul style="list-style-type: none"> • verbal vocalizations • standardization of physical (rock, bird) and abstract (love, fear) words • pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions) <p>7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>River, Nile River, Indus River).</p> <p>7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).</p> <p>7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).</p> <p>7 – W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of pastoral societies on the steppes.</p> <p>Geography</p> <p>G1 The World in Spatial Terms:</p> <p>Geographical Habits of Mind</p> <p>Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context.</p> <p>Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>G1.1 Spatial Thinking Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>7 – G1.2.6 Apply the skills of geographic</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>7 – G1.3.2 Explain the locations and distributions of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2 Places and Regions Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.</p> <p>G2.1 Physical</p>			


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Characteristics of Place Describe the physical characteristics of places.</p> <p>7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – 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).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</p> <p>7 – G3.2.2 Identify ecosystems of a continent and explain why</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).</p> <p>G4 Human Systems</p> <p>Explain that human activities may be seen on Earth's surface.</p> <p>G4.1 Cultural Mosaic</p> <p>Describe the characteristics , distribution and complexity of Earth's cultural mosaic.</p> <p>7 – G4.1.1</p> <p>Identify and explain examples</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).</p> <p>G4.3 Patterns of Human Settlement Describe patterns, processes, and functions of human settlement.</p> <p>7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea,</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>planting trees in areas that have become desertified in Africa).</p> <p>7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>7 – G4.4.1 Identify and</p>			





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
4: The Rise of Classical Empires and ... (Era 3) <i>(Week 17, 4 Weeks)</i>	What factors lead to the development of empires, and how did government, technology, culture, and human interacti	<p>MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>MI: Grades 6-8</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p>	<ol style="list-style-type: none"> 1. Why did some civilizations develop into large-scale empires while others did not? 2. How and why did changes in social institution 	<p>bureaucracy</p> <p>collective learning</p> <p>cultural diffusion</p> <p>democracy</p> <p>empire / emperor</p> <p>leadership</p> <p>militarism</p> <p>monarchy</p> <p>non-examples</p> <p>philosophy</p> <p>power and authority</p> <p>religious tolerance</p>	<p><u>Equipment/Manipulative</u></p> <p>Computer with projector</p> <p>PowerPoint</p> <p>Poster paper and markers to make signs</p> <p>LCD/Overhead Projector</p> <p>Sticky notes</p> <p><u>Student Resource</u></p> <p><i>History and Science for Kids</i>. Kidipede. 23 September 2015.  http://www.historyforkids.org/</p> <p>"Iron Age." Mankind The Story of All of Us. History Channel. A&E Television Networks. 28 March 2013.</p>

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	<p>on change in this age of empire?</p>	<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>s change how people lived in large-scale empires?</p> <p>3. How did empires change exchanges between peoples across large expanses of territory?</p> <p>4. How did the emergence of world religions both influence and reflect the rise of empires?</p>	<p>republic</p> <p>right to rule (divine right, inherited power)</p> <p>rise and fall of empires</p> <p>Silk Roads</p> <p>slavery</p> <p>social hierarchy/class</p> <p>social inequality</p> <p>society</p> <p>specialization of labor</p> <p>trade networks</p> <p>world religions</p>	<p>"Lapita Cultural Complex – First Settlers of the Pacific Islands." About.com. Archaeology. 11 April 2013.</p> <p><i>Lapita Culture</i>. Encyclopedia Britannica. 23 September 2015.  http://www.britannica.com/EBchecked/topic/330302/Lapita-culture</p> <p><i>The Moche</i>. Kid <i>The Moche</i>. Kidipede. History for Kids. 23 September 2015.  http://www.historyforkids.org/learn/southamerica/before1500/history/moche.htm.</p> <p><i>Olmechs</i>. Kidipede. History for Kids. 23 September 2015.  http://www.historyforkids.org/learn/southamerica/before1500/history/olmec.htm.</p> <p>"The Silk Road." Mankind The Story of All of Us. History Channel. A&E Television Networks. 23 September 2015.  http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/mankind-the-story-of-all-of-us-the-silk-road#mankind-the-story-of-all-of-us-the-silk-road.</p> <p>Stockdill, Darin and Stacie Woodward. <i>Lesson 2 Empire Expert Group Handouts</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>- - - . <i>Lesson 4 Combined Group Role Sheets</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p><i>West Africa for Kids</i>. History for Kids. 23 September 2015.  http://www.historyforkids.org/learn/africa/history/bantu.htm.</p> <p><u>Teacher Resource</u></p> <p>"3,000-year-old shell jewelry on Fiji." The History Blog. Blog Archive. 23 September 2015.  http://www.thehistoryblog.com/archives/323.</p> <p><i>About Mesoamerica</i>. The El Pilar Forest Garden Network. 11 April 2013.</p>

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		<p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in</p>			<p>“Ancient Greeks: Athens.” <i>Primary History</i>. BBC. 24 February 2013.</p> <p><i>Ancient Man and His First Civilizations</i>. Real History. 23 September 2015.  http://realhistorywww.com/world_history/ancient/South_America.htm.</p> <p>Applegate, Darlene. <i>Mesoamerica Culture Area Olmec Civilization</i>. Western Kentucky University. 23 September 2015.  http://people.wku.edu/darlene.applegate/newworld/webnotes/unit_3/olmec.html.</p> <p>Asia for Educators. Weatherhead East Asian Institute. Columbia University. 23 September 2015.  http://afe.easia.columbia.edu/. (Columbia University’s Asia for Educators includes primary sources, timelines, maps, and video clips developed by leading scholars).</p> <p>Bagnetto, Laura Angela. “Astonishing Lapita pottery from the Pacific.” Culture in France. RFI. 14 November 2010. 23 September 2015.  http://www.english.rfi.fr/node/58907.</p> <p>Beard, Mary. “The Fall of the Roman Republic.” <i>Ancient History</i>. BBC. 24 February 2013.</p> <p>Benjamin, Craig. “The First Silk Roads, Trade Routes Connect the Vast Continent of Afro-Eurasia.” Big History Project. 23 September 2015.  http://www.bighistoryproject.com/Home.</p> <p>“Big Era 3: Farming and the Emergence of Complex Societies.” <i>World History for Us All</i>. San Diego State University. 23 September 2015.  http://worldhistoryforusall.sdsu.edu/eras/era3.php.</p> <p>“Big Era 4: Expanding Networks of Exchange and Encounter.” <i>World History for Us All</i>. San Diego State University. 23 September 2015.  http://worldhistoryforusall.sdsu.edu/eras/era4.php.</p>

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		<p>a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>			<p>Celtic Kingdoms of the British Isles. History Files. 23 September 2015.  http://www.historyfiles.co.uk/KingListsBritain/BritainCatuveλλαuni.htm.</p> <p>Christian, David. <i>Maps of Time</i>. Berkeley and Los Angeles: University of California Press, 2004.</p> <p>- - -. <i>This Fleeting World: A Short History of Humanity</i>. Great Barrington, MA: Berkshire Publishing Group, 2007.</p> <p>Civilization Defined. Glossary. World History for Us All. San Diego State University. 23 September 2015.  http://worldhistoryforusall.sdsu.edu/shared/glossary.htm.</p> <p><i>Constitution of the Roman Republic</i>. A translation of an account written by Polybius, translated by Gary Edward Forsythe, located at International World History Project. 23 September 2015.  http://history-world.org/Roman%20Constitution.htm.</p> <p>"Coolest Inventions of 2012." <i>Time for Kids</i>. Time, Inc. 2013. 23 September 2015.  http://www.timeforkids.com/news/coolest-inventions-2012/62816.</p> <p>"The Deeds of the Divine Augustus," By Augustus , Written 14 C.E. Translated by Thomas Bushnell, BSG as posted at <i>The Internet Classics Archive</i>. MIT. 23 September 2015.  http://classics.mit.edu/Augustus/deeds.html.</p> <p>Dolasia, Meera. "Nifty Invention By Teen Could Save School Districts Thousands of Dollars." <i>Dogo News</i>. 2 Sept. 2012. 23 September 2015.  http://www.dogonews.com/2012/9/2/nifty-invention-by-teen-could-save-school-districts-thousands-of-dollars.</p> <p><i>East Asia in Geographic Perspective – Lesson Plans</i>. Asian Topics in World History. Asia for Educators. Columbia University. 23 September 2015.  http://afe.easia.columbia.edu/geography/element_d/ed11_lp.html#1.</p>

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		<p>RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>			<p>(<i>Asia for Educators at Columbia University has many lessons and curricula on the Silk Road here</i>).</p> <p>"Featured Religions and Beliefs." <i>Religion</i>. BBC. 28 February 2013.</p> <p>Gabriel, Richard A. and Karen Metz, A Short History of War. US Army War College. Strategic Studies Institute. 30 June 1992. 23 September 2015.  http://www.au.af.mil/au/awc/awcgate/gabrmetz/gabr0008.htm.</p> <p>"The Great Silk Road & Armenia." Hay Forum. 23 September 2015.  http://hayforum.blogspot.com/2012/06/great-silk-road.html.</p> <p>"Lesson 2 – Emperors speak for themselves." <i>Big Era 4: Expanding Networks of Exchange and Encounter</i>. Landscape Unit for Era 4. World History for Us All. San Diego State University. p 29. 23 September 2015.  http://worldhistoryforusall.sdsu.edu.</p> <p><i>Moche Ruins: Huaca de la Luna y Huaca del Sol</i>. Go Backpacking. 23 September 2015.  http://gobackpacking.com/moche-ruins-huaca-de-la-luna-sol.</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons</p> <p>"Peru recovers ancient Moche artifact." The Archaeology News. 9 Dec. 2011. 23 September 2015.  http://archaeologynewsnetwork.blogspot.com/2011/12/peru-recovers-ancient-moche-artifact.html.</p> <p>Printable Maps. National Geographic 23 September 2015.  http://ngm.nationalgeographic.com/ngm/0606/feature2/map.html.</p> <p><i>The Qin Dynasty – Ancient China for Kids</i>. Mr. Donn's Social Studies Site. 23 September 2015.  http://china.mrdonn.org/qin.html.</p>

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		<p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently. RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid</p>			<p>“Republic To Empire.” <i>The Roman Empire In The First Century</i>. PBS. 23 September 2015.  http://www.pbs.org/empires/romans/empire/republic.html.</p> <p>Scott James, Michelle. History 100/World History to 1500. Lecture 4: Two Great Migrations: The Bantu and Indo-Europeans. 11 April 2013.</p> <p>Shaw, Ben J. et. al. Abstract. “The use of strontium isotopes as an indicator of migration in human and pig Lapita populations in the Bismarck Archipelago, Papua New Guinea. <i>Journal of Archaeology Science</i>. April 2009. 23 September 2015.  http://www.sciencedirect.com/science/article/pii/S0305440308003142.</p> <p>Stockdill, Darin and Stacie Woodward. <i>Supplemental Materials (Unit 4, Lesson 1-8)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>- - -. <i>PowerPoint Presentation (Unit 4, Lesson 1-5, 7-8)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>“Unit 7: The Spread of Religions.” Bridging World History. Annenberg Learner. 23 September 2015.  http://www.learner.org/courses/worldhistory/unit_main_7.html.</p> <p>“World Religions 600 AD.” <i>Philips’s Atlas of World History</i>. Princeton University. July, 2007. 23 September 2015.  http://qed.princeton.edu/index.php/User:Student/World_Religions_to_AD_600.</p>

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		<p>reasoning and relevant and sufficient evidence.</p> <p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>Production and Distribution of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>WHST.6-8.6. Use technology,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and</p>			

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		<p>revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>MI: GLCE: Social Studies 6th Grade History H1 The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)</p>			

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		<p>Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <p>H1.1 Temporal Thinking Use historical conceptual devices to organize and study the past.</p> <p>Grade 6 & 7 6 – H1.1.1 Explain why and how historians use eras and periods as</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>constructs to organize and explain human activities over time.</p> <p>H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p> <p>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).</p> <p>6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal</p>			

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		<p>meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>6 – H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>6 – 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).</p> <p>6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>W3 WHG Era 3 – Classical Traditions and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D. Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment. Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>subsequent urbanization and trading economies that occurred in the region. (Grade 6)</p> <p>W3.1 Classical Traditions and Major Empires in the Western Hemisphere</p> <p>Describe empires and agrarian civilizations in Mesoamerica and South America.</p> <p>6 – W3.1.2</p> <p>Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).</p> <p>Geography</p> <p>G1 The World in Spatial</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Terms: Geographical Habits of Mind Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking</p> <p>Use maps and other geographic tools to</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p> <p>6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations</p>			

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		<p>within the larger world context.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>study the Earth.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p> <p>6 – G2.2.1 Describe the human characteristics of the region under</p>			

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		<p>study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p>6 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring</p>			

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		<p>impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).</p> <p>G4.3 Patterns of Human Settlement Describe patterns, processes, and functions of human settlement.</p> <p>6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of agricultural settlements in South and North America).</p> <p>G4.4 Forces of Cooperation and Conflict</p> <p>Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>6 – G4.4.1</p> <p>Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p>Civics & Government</p> <p>C3 Structure and Functions</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of Government Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities , generating revenue, and providing national security.</p> <p>C3.6 Characteristics of Nation-States Describe the characteristics of nation-states and how they may interact.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>6 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.</p> <p>Economics</p> <p>E3</p> <p>International Economy</p> <p>Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>specialization and the resulting trade for consumers, producers, and governments.</p> <p>E3.1 Economic Interdependence Describe patterns and networks of economic interdependence, including trade.</p> <p>6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).</p> <p>7th Grade</p>			

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		<p>History</p> <p>H1 The World in Temporal Terms:</p> <p>Historical Habits of Mind (Ways of Thinking)</p> <p>Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <p>H1.1 Temporal Thinking</p> <p>Use historical conceptual devices to</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>organize and study the past.</p> <p>Grade 6 & 7</p> <p>7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p>H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p> <p>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</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>dating, DNA analysis).</p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate competing historical perspectives</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>about the past based on proof.</p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>7 – 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).</p> <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – H1.4.3 Use historical</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>perspectives to analyze global issues faced by humans long ago and today.</p> <p>W3 WHG Era 3 – Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D. Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment. Analyze the innovations and social, political, and economic changes that occurred through the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region. (Grade 6)</p> <p>W3.1 Classical Traditions and Major Empires in the Western Hemisphere</p> <p>Describe empires and agrarian civilizations in Mesoamerica and South America.</p> <p>7 – W3.1.1</p> <p>Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>thought that influenced neighboring peoples and have endured for several centuries).</p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p>7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p> <p>7 – W3.1.4 Assess the importance of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Greek ideas about democracy and citizenship in the development of Western political thought and institutions.</p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.</p> <p>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.</p> <p>7 – W3.1.8 Describe the role of state authority, military power,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p>7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.</p> <p>W3.2 Growth and Development of World Religions Explain how</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)</p> <p>7 – W3.2.1 Identify and describe the beliefs of the five major world religions.</p> <p>7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.</p> <p>7 – W3.2.3 Identify and describe the ways that religions unified people's</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.</p> <p>Geography</p> <p>G1 The World in Spatial Terms:</p> <p>Geographical Habits of Mind</p> <p>Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context.</p> <p>Engage in mapping and analyzing the information to explain the patterns and relationships they reveal</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and inform their study of the world.</p> <p>G1.1 Spatial Thinking Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p> <p>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Eastern Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>interdependence and accessibility.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – 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,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).</p> <p>7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).</p> <p>G4 Human Systems Explain that human activities may be seen on Earth's surface.</p> <p>G4.1 Cultural Mosaic Describe the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>characteristics , distribution and complexity of Earth’s cultural mosaic.</p> <p>7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).</p> <p>G4.3 Patterns of Human Settlement Describe patterns, processes, and functions of human settlement.</p> <p>7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the</p>			


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		<p>location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Civics & Government</p> <p>C1 Purposes of Government</p> <p>Analyze how people identify, organize, and accomplish the purposes of government.</p> <p>C1.1 Nature of Civic Life, Politics, and Government</p> <p>Describe Civic Life, Politics, and Government and explain their relationships.</p> <p>Grades 6 & 7</p> <p>7 – C1.1.1</p> <p>Explain how the purposes served by government affect relationships between the individual, government, and</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.</p> <p>C3 Structure and Functions of Government</p> <p>Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities , generating revenue, and providing national security.</p> <p>C3.6</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Characteristics of Nation-States</p> <p>Describe the characteristics of nation-states and how they may interact.</p> <p>7 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.</p> <p>Economics</p> <p>E3</p> <p>International Economy</p> <p>Analyze reasons for individuals and businesses to specialize and trade, why</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.</p> <p>E3.1 Economic Interdependence Describe patterns and networks of economic interdependence, including trade.</p> <p>7 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
5: Interactions, the Fall of Empires & Other... <i>(Week 21, 4 Weeks)</i>	How did the rise and fall of empires affect people and societies ?	MI: GLCE: Social Studies 7th Grade History H1 The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking) Evaluate evidence, compare and contrast	<ol style="list-style-type: none"> How did the interaction between empires affect their growth and development? What were the most significant factors that enabled 	causes and consequences city-state civil service civilization Confucianism cultural diffusion dynasty empire environmental circumstances/ geographic luck fall or decline of empires Golden Age historical significance innovation	<p><u>Equipment/Manipulative</u> LCD/Overhead Projector</p> <p>Computer with PowerPoint capability</p> <p>Internet connection (optional)</p> <p>Larger sheets of chart or butcher paper</p> <p>Markers and/or other poster making supplies</p> <p>Highlighters</p> <p>Large chart paper</p> <p><u>Student Resource</u> <i>Aksum of Ethiopia</i>. About.com. 23 September 2015  http://archaeology.about.com/cs/africa/a/aksum.htm</p>








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <p>H1.1 Temporal Thinking Use historical conceptual devices to organize and study the past.</p> <p>Grade 6 & 7 7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p>	<p>empires to stay in power and why did these empires eventually fall?</p> <p>3. What other patterns of human societies and organization were in place during this era and why did they not become empires or parts of empires?</p>	<p>patriarchy social hierarchy/class system trade networks turning point</p>	<p>“Ancient Artifacts May Shed Light on Moche Civilization. <i>New York Times</i>. Science. 16 Feb. 2001. 23 September 2015  http://www.nytimes.com/2001/02/16/science/16reuters-archaeo.html</p> <p>"Ancient China for Kids: The Han Dynasty." <i>Ducksters</i>. Technological Solutions, Inc. (TSI), Oct. 2013. Web. 23 September 2015  http://www.ducksters.com/history/china/han_dynasty.php</p> <p>“Ancient roman Concrete Is About to Revolutionize Modern Architecture.” <i>Bloomberg Businessweek</i>. 14 June 2013. 23 September 2015  http://www.businessweek.com/articles/2013-06-14/ancient-roman-concrete-is-about-to-revolutionize-modern-architecture</p> <p>Andrews, Evan. “10 Innovations That Built Ancient Rome.” <i>History.com</i>. 20 Nov. 2012. 23 September 2015  http://www.history.com/news/history-lists/10-innovations-that-built-ancient-rome</p> <p>“Attila the Hun.” <i>History</i>. BBC. 16 December 2013</p> <p><i>Axum</i>. Kids Past.com. 16 December 2013</p> <p><i>Bantu Migrations</i>. New York State Education Department. Global History & Geography. 23 September 2015  http://www.p12.nysed.gov/ciai/socst/ghgonline/turnpoint/tp14.html</p> <p>“Christianity in Ancient Rome.” <i>Ancient Rome for Kids</i>. Mr.Donn.org. 23 September 2015  http://rome.mrdonn.org/christianity.html</p> <p>“The Colosseum.” <i>Ancient Rome for Kids</i>. Mr.Donn.org. 23 September 2015  http://rome.mrdonn.org/colosseum.html</p>










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		<p>H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p> <p>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).</p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what</p>			<p>“Daily Life in Aksum.” Eduplace.com. 23 September 2015  http://www.eduplace.com/kids/socsci/ca/books/bkf3/writing/03_aksu_m.pdf</p> <p>“The Evening Meal. The rich and the poor.” Ancient Rome for Kids. Mr.Donn.org. 23 September 2015  http://rome.mrdonn.org/dinner.html</p> <p>“Fast Facts.” <i>Ancient Mayan Civilization</i>. Kids Konnect.com. 23 September 2015  http://www.kidskonnect.com/subjectindex/16-educational/history/256-ancient-mayan.html</p> <p>First Polynesians, First Hawaiians. Hawaiian Encyclopedia.com. 16 December 2013</p> <p>Ghose, Tia. “India’s caste system goes back 2,000 years, genetic study finds.” NBC News. Science. 16 December 2013</p> <p><i>Guptan Empire</i>. Kidipede: History for Kids. 23 September 2015  http://www.historyforkids.org/learn/india/history/gupta.htm</p> <p>Halsall, Paul. “The Analects, excerpts.” Chinese Cultural Studies: Confucius Kongfuzi (c. 500 CE). Brooklyn College. 7 October 2013</p> <p>“The Han Dynasty.” KidsPast.com. KidsKnowIt Network. 1998-2013. 23 September 2015  http://www.kidspast.com/world-history/0133-han-dynasty.php</p> <p>“Han Times.” Ancient China for Kids. MrDonn.org. 23 September 2015  http://china.mrdonn.org/han.html</p> <p>“History: Ancient Roman Art for Kids.” <i>Ducksters</i>. Technological Solutions, Inc. (TSI), Oct. 2013. Web. 23 September 2015.  http://www.ducksters.com/history/art/ancient_roman_art.php</p>

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		<p>events led to the development, and what consequences or outcomes followed.</p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.</p> <p>7 – H1.2.6 Identify the role of the individual in history and the</p>			<p>“Honoring their gods was a big part of ancient Roman daily life. Roman Gods. Ancient Rome for Kids. Mr.Donn.org. 23 September 2015  http://rome.mrdonn.org/gods.html</p> <p>“The Hopewell Cutlure.” <i>North American Chronology</i>. The Web Chronology Project. 16 December 2013</p> <p><i>The Hopewell People</i>. The First People. Michigan Department of Natural Resources. 16 December 2013</p> <p><i>How the Mayan Calendar Works</i>. How Stuff Works. 23 September 2015  http://www.howstuffworks.com/mayan-calendar.htm</p> <p><i>Huns</i>. Kidipede: History for Kids. 23 September 2015  http://www.historyforkids.org/learn/medieval/history/earlymiddle/huns.htm</p> <p><i>The Huns</i>. Enchanted Learning.com. 23 September 2015  http://www.enchantedlearning.com/history/asia/huns/</p> <p><i>India’s Caste System</i>. Dummies.com. 23 September 2015  http://www.dummies.com/how-to/content/indias-caste-system.html</p> <p>"Kids History: Civil Service in Ancient China." <i>Ducksters</i>. Technological Solutions, Inc. (TSI), Oct. 2013. Web. 23 September 2015.  http://www.ducksters.com/history/china/civil_service_government.php</p> <p>“Life in Ancient Hawaii.” <i>Archaeology & History</i>. Hawaii State Parks. 16 December 2013</p> <p>Mascarelli, Amanda. “The sophistication of the civilization’s agricultural systems rivaled their pyramids.” <i>Mayans converted</i></p>


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		<p>significance of one person's ideas.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>7 – 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).</p> <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p>			<p><i>wetlands to farmland</i>. Nature. International Weekly Journal of Science. 8 November 2013</p> <p>"Mystery of the Tattooed Mummy. <i>National Geographic Kids</i>. 23 September 2015  http://kids.nationalgeographic.com/kids/stories/history/tattooed-mummy/</p> <p>Naumann, Joe. The Caste System of India. University of Missouri, St. Louis. 16 December 2013</p> <p>"People on the Move." <i>The Story of Africa - Early History</i>. BBC. 16 December 2013</p> <p>"Primary History – Romans: Leisure." <i>BBC</i>. 23 September 2015  http://www.bbc.co.uk/schools/primaryhistory/romans/leisure/</p> <p>The Rise and Fall of the Maya Empire. The History Channel. 23 September 2015  http://www.history.com/topics/maya</p> <p><i>The Roman Empire</i>. History Learning Site. 10 December 2013</p> <p>"Roman Holidays & Festivals." <i>Ancient Rome for Kids</i>. Mr.Donn.org. 23 September 2015  http://rome.mrdonn.org/holidays.html</p> <p><i>Roman Numerals History and Use</i>. 9 October 2013</p> <p>"The Spread of Ironworking and the Bantu Migrations." <i>Eastern Africa</i>. Encyclopaedia Britannica. 23 September 2015  http://www.britannica.com/EBchecked/topic/176937/eastern-Africa/37492/The-spread-of-ironworking-and-the-Bantu-migrations</p> <p><i>The Story of India</i>. PBS. 23 September 2015  http://www.pbs.org/thestoryofindia/</p>

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		<p>W3 WHG Era 3 – Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D. Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment. Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica</p>			<p>"Who Were the Hopewell?" <i>Archaeology Archive</i>. Archaeological Institute of America. 23 September 2015  http://archive.archaeology.org/online/features/hopewell/who_were_hopewell.html</p> <p><i>The wealth of Africa</i>. The kingdom of Aksum. Teachers' notes. British Museum. 23 September 2015  http://www.britishmuseum.org/pdf/kingdomofaksum_teachersnotes.pdf</p> <p>Teacher Resource <i>AP World History Unit 1 Review</i>. LaBelle High School. Mrs. Burnside's AP World History class 10 December 2013</p> <p>"Ancient China for Kids: The Han Dynasty." <i>Ducksters</i>. Technological Solutions, Inc. (TSI), Oct. 2013. Web. 23 September 2015  http://www.ducksters.com/history/china/han_dynasty.php</p> <p><i>Ancient Mayan</i>. History Link 101. 23 September 2015  http://www.historylink101.com/1/mayan/ancient_mayan.htm</p> <p>Anne Kinney, "Ancient China," in <i>Children and Youth in History</i>, Item #187, 23 September 2015  http://chnm.gmu.edu/cyh/teaching-modules/187</p> <p><i>Big Era Four: Expanding Networks of Exchange and Encounter. 1200 BCE – 500 CE</i>. World History for Us All. San Diego State University. 23 September 2015  http://worldhistoryforusall.sdsu.edu/eras/era4.php</p> <p>Bracy, Robert. <i>Kushan History: Introduction</i>. Kushan.org. 23 September 2015  http://www.kushan.org/</p>

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		<p>and Andean South America and the subsequent urbanization and trading economies that occurred in the region. (Grade 6)</p> <p>W3.1 Classical Traditions and Major Empires in the Western Hemisphere Describe empires and agrarian civilizations in Mesoamerica and South America.</p> <p>7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for</p>			<p>The Decline and fall of classical civilizations. History Haven. 23 September 2015  http://www.historyhaven.com/APWH/Decline_of_%20classical_civilizations.htm</p> <p><i>Deogarh, Uttar Pradesh</i>. Wikipedia. 23 September 2015  http://en.wikipedia.org/wiki/Deogarh,_Uttar_Pradesh</p> <p>“The Early Chinese Empire: The Qin and the Han.” Key Points in the Developments in East Asia 4000 BCE – 1000 CE. Asia for Educators. Columbia University. 2009. 23 September 2015  http://afe.easia.columbia.edu/main_pop/kpct/kp_qinhan.htm</p> <p><i>Exploring Mayan Mysteries</i>. Teachers. Scholastic. 23 September 2015  http://www.scholastic.com/mayanmysteries/</p> <p><i>Faxian. A Record of the Buddhist Kingdoms Being An Account By the Chinese Monk Of His Travels In India and Ceylon (a.d. 399-414) In Search Of The Buddhist Books Of Discipline</i>. Translated by James Legge. May 12, 2012. Kindle e-edition.</p> <p><i>Gupta Empire</i>. Wikipedia. 23 September 2015  http://en.wikipedia.org/wiki/Gupta_Empire</p> <p><i>The Gupta Empire of India</i>. Historybits. 23 September 2015  http://www.historybits.com/gupta.htm</p> <p>Han Dynasty Empire Map. 10 December 2013</p> <p>The Kushan Empire – The Story of India – BBC. BBC Explore. YouTube. 1 April 2010. 23 September 2015  http://www.youtube.com/watch?v=BRZn1ffNndY</p> <p><i>Laws of Manu</i>. Buhler, George, Trans. 16 December 2013</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>several centuries).</p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p>7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and</p>			<p><i>List of Pre-Modern Great Powers</i>. Wikipedia. 23 September 2015  http://en.wikipedia.org/wiki/List_of_pre-modern_great_powers</p> <p>“Lost King of the Maya.” Classroom Activity. NOVA Teachers. 23 September 2015  http://www.pbs.org/wgbh/nova/education/activities/2804_maya.html</p> <p><i>Mauretania</i>. Wikipedia. 23 September 2015  http://en.wikipedia.org/wiki/Mauretania</p> <p>The Maya. Interactives. Annenberg Learner. 23 September 2015  http://www.learner.org/interactives/collapse/mayans.html</p> <p><i>The Mayans Significant Dates</i>. Rochester Community Schools. 8 November 2013</p> <p><i>The Mysterious Mayas</i>. Mr. Donn. 23 September 2015  http://mayas.mrdonn.org/</p> <p><i>The Rise and Fall of the Mayan Empire</i>. History.com. 23 September 2015  http://www.history.com/topics/maya</p> <p>“Seventh Annual Tulane Maya Symposium: Great River Cities of the Ancient Maya.” Latin American Resource Center Workshop for K-12 School Teachers. Tulane University. 26 February 2010. 23 September 2015  http://stonecenter.tulane.edu/uploads/Binder1.pdf</p> <p><i>The Silk Road</i>. Primary Source. Educating for Global Understanding. Springshare. 23 September 2015  http://resources.primarysource.org/content.php?pid=213959&sid=1780281</p> <p><i>Silk Route</i>. Wikipedia. 23 September 2015  http://en.wikipedia.org/wiki/File:Silk_route.jpg</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.</p> <p>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.</p> <p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).</p> <p>7 – W3.1.8 Describe the role of state authority,</p>			<p>Stockdill, Darin and Stacie Woodward. “The Han Dynasty: Development of a Chinese Empire. 206 BCE to 220 CE.” <i>PowerPoint Presentation. (Unit 5, Lesson 1)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>- - -. “Growth of the Roman Empire” <i>PowerPoint Presentation. (Unit 5, Lesson 2)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>- - -. “The Kushan Empire: A nomadic empire at the crossroads.” <i>PowerPoint Presentation. (Unit 5, Lesson 3)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>- - -. “The Mayans – A Different Global Pattern.” <i>PowerPoint Presentation. (Unit 5, Lesson 4)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>- - -. <i>PowerPoint for Lesson 5: The Golden Age of the Gupta (Unit 5, Lesson 5)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>- - -. <i>Roman Art and Ideas (Unit 5, Lesson 2)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>- - -. <i>Roman Culture and Lifestyle (Unit 5, Lesson 2)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>- - -. <i>Roman Language, Writing and Calendar (Unit 5, Lesson 2)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>- - -. <i>Roman Technology and Engineering (Unit 5, Lesson 2)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>- - -. <i>Student Handout 8 (Unit 5, Lesson 1)</i>. Teacher-made materials. Oakland Schools, 2013.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p>7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.</p> <p>W3.2 Growth and Development of World Religions</p>			<p>---. <i>Student Handout 9 (Unit 5, Lesson 1)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>---. <i>Supplemental Materials (Unit 5, Lesson 1)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>---. <i>Supplemental Materials (Unit 5, Lesson 2)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>---. <i>Supplemental Materials (Unit 5, Lesson 3)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>---. <i>Supplemental Materials (Unit 5, Lesson 4)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>---. <i>Supplemental Materials (Unit 5, Lesson 5)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>---. <i>Supplemental Materials 2 (Unit 5, Lesson 5)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>---. <i>Supplemental Materials (Unit 5, Lesson 6)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>---. <i>Supplemental Materials (Unit 5, Lesson 7)</i>. Teacher-made materials. Oakland Schools, 2013.</p> <p>“This Big Era and Three Essential Questions.” Big Era 4. World History for Us All. San Diego State University. 23 September 2015  http://worldhistoryforusall.sdsu.edu/eras/era4.php</p> <p>---. “Turning Points and Other Stories: The World at the End of the Age of Empire, Around 500 CE.” <i>PowerPoint Presentation. (Unit 5, Lesson 7)</i>. Teacher-made materials. Oakland Schools, 2013.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)</p> <p>7 – W3.2.1 Identify and describe the beliefs of the five major world religions.</p> <p>7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.</p> <p>7 – W3.2.3 Identify and describe the ways that</p>			<p>Yang Lu. "The Han Dynasty." Cultural Essentials: Explore Chinese Culture. University of California. 8 October 2013</p> <p>- - -. "Why do empires collapse?" <i>PowerPoint Unit 5, Lesson 6</i>). Teacher-made materials. Oakland Schools, 2013.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.</p> <p>Geography</p> <p>G1 The World in Spatial Terms:</p> <p>Geographical Habits of Mind</p> <p>Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context.</p> <p>Engage in mapping and analyzing the information to explain the patterns and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p> <p>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>G1.2 Geographical Inquiry and Analysis Use</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>characteristics of places and regions.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>study the Earth.</p> <p>7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2 Places and Regions Describe the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.</p> <p>G2.1 Physical Characteristics of Place Describe the physical characteristics of places.</p> <p>7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>G2.2 Human Characteristics of Place</p>			


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Describe the human characteristics of places.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – 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</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and automobiles).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</p> <p>7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).</p> <p>G4 Human Systems Explain that human</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>activities may be seen on Earth's surface.</p> <p>G4.1 Cultural Mosaic Describe the characteristics , distribution and complexity of Earth's cultural mosaic.</p> <p>7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).</p> <p>G4.2 Technology Patterns and Networks Describe how technology creates</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>patterns and networks that connect people, products, and ideas.</p> <p>7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas</p>			







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		<p>as voice and image messages on electronic networks such as the Internet).</p> <p>G4.3 Patterns of Human Settlement Describe patterns, processes, and functions of human settlement.</p> <p>7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).</p> <p>7 – G4.3.2 Describe patterns</p>			






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).</p> <p>Copyright © 2001-2015 State of Michigan</p>			
6: Patterns of Adaptation: Reorganizing and ... <i>(Week 25, 5 Weeks)</i>	<p>How did both geography and the history of past societies contribute to the rise of new powers and conflicts in this era?</p>	<p>MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>MI: Grades 6-8</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine</p>	<p>1. How did the legacies of the large empires like Rome and the Han Dynasty influence the subsequent societies in the areas they formerly</p>	<p>adaptation alliance conflict cultural diffusion dynasty empire ethnocentrism expansion versus spread external pressures Golden Age historiography internal pressures kinship perspective/point of view</p>	<p><u>Equipment/Manipulative</u> Computer with PowerPoint capability</p> <p>Highlighters</p> <p>Internet connection (optional)</p> <p>LCD/Overhead Projector</p> <p><u>Student Resource</u> Hansen, Valerie. "Paper." <i>The Silk Road: Connecting Cultures, Creating Trust</i>. Smithsonian Folklife Festival. Smithsonian Institution. 18 September 2014</p> <p>Hearn, Kelly. "Who Built the Great City of Teotihuacan?" National Geographic. 2014. 23 September 2015  http://science.nationalgeographic.com/science/archaeology/teotihuacan-/#.</p>



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.6-8.2. Determine the central ideas or</p>	<p>controlled?</p> <p>2. How did both geography and the history of past societies contribute to the rise of new powers in this era?</p> <p>3. Why did new patterns of conflict emerge in this time period and how did they shape societal interactions?</p>	<p>political-religious states religious conflict renaissance settlement sustainability urbanization world zones</p>	<p><i>History of Paper</i>. History for Kids. Kidipede. 23 September 2015  http://www.historyforkids.org/learn/literature/paper.htm.</p> <p>"History of World 3500BC to 2005 AD." <i>World History Timeline</i>. Time Maps. 23 September 2015  http://www.timemaps.com/history.</p> <p>Hodges, Glenn. "America's Forgotten City." National Geographic. January 2011. 23 September 2015  http://ngm.nationalgeographic.com/print/2011/01/cahokia/hodges-text.</p> <p>Stockdill, Darin and Stacie Woodward. <i>Carousel Handouts (Unit 6, Lesson 3)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>- - -. <i>Supplemental Materials 2 (Unit 6, Lesson 1)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>"Yakut: Baghdad under the Abbasids, c. 1000 CE." <i>Medieval Sourcebook</i>. Fordham University. 23 September 2015  http://www.fordham.edu/halsall/source/1000baghdad.asp.</p> <p><u>Teacher Resource</u> Abu Ubaydallah al-Bakri. <i>The Book of Routes and Realms</i>. Houghton Mifflin Company's History Companion. 23 September 2015  http://college.cengage.com/history/primary_sources/world/book_routes_realms.htm.</p> <p>"AD 830. The Frankish Empire, Byzantine Empire and Abbasid Caliphate and Northern Europe." Colin McEvedy's <i>The Penguin Atlas of Medieval History</i>. p. 4, as posted at <i>Media Center for Art History</i>. Columbia University. 23 September 2015  http://learn.columbia.edu/ma/htm/or/ma_or_resource_map06.htm.</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to</p>			<p>Baker, Dorie. "The Vikings: Yale historian looks at the myths vs. the history. Yalenews. 18 September 2014</p> <p><i>Battle of Talas</i>. Wikipedia. 23 September 2015  http://en.wikipedia.org/wiki/Battle_of_Talas.</p> <p>"Battle of Talas River." <i>Epic World History</i>. 23 September 2015  http://epicworldhistory.blogspot.com/2012/09/battle-of-talas-river.html.</p> <p>"Battle of Talas River." Epic World History. 23 September 2015  http://epicworldhistory.blogspot.com/2012/09/battle-of-talas-river.html.</p> <p>Bentley, Jerry H. and Herbert F. Ziegler. Traditions & Encounters: Volume 1. From the Beginning to 1500. 5th ed. (Prentice Hall, 2010).</p> <p><i>Big Era Five. Patterns of Interregional Unity</i>. World History for Us All. San Diego State University. 23 September 2015  http://worldhistoryforusall.sdsu.edu/eras/era5.php#land.</p> <p>Big Era Five. Patterns of Interregional Unity (300-1500). History for Us All. San Diego State University. 23 September 2015  http://worldhistoryforusall.sdsu.edu/eras/era5.php.</p> <p><i>Big Era Five: Landscape Unit 5.2. Afroeurasia and the Rise of Islam</i>. World History for Us All. San Diego State University. 23 September 2015  http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscapes2.php.</p> <p><i>Big Era Five: Landscape Unit 5.3: Consolidation of Trans-Hemispheric Networks: 1000-1500</i>. World History for Us All. San Diego State University. 23 September 2015  http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscapes3.php.</p>

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		<p>domains related to history/social studies.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>			<p>"Brief Background Introduction to How Things Were in Eurasia On the Eve of Mongol Invasion & Conquest." <i>Instructor's Background Essay. 12th Century Eurasia</i>. Washburn University. 23 September 2015  http://www.washburn.edu/cas/history/stucker/Eurasia1200Essay.html.</p> <p><i>Charlemagne</i>. Charlemagne Videos. A&E Television Networks. 2014. 23 September 2015  http://www.history.com/topics/charlemagne/videos/who-were-the-vikings.</p> <p>Chausovsky, Eugene. "Militancy in Central Asia: More Than Religious Extremism." Stratfor Global Intelligence. 9 August 2012. 18 September 2014</p> <p>East Asia in Geographic Perspective. Asian Topics in World History. Asia for Educators. 23 September 2015  http://afe.easia.columbia.edu/geography/element_f/ef17.html.</p> <p><i>Europe Map</i>. Your Child Learns.com. 23 September 2015  http://www.yourchildlearns.com/europe_map.htm.</p> <p>Exploration and Conquest. Religion Library: Sunni Islam. Patheos Library. 18 September 2014</p> <p>"The Fall of Constantinople." <i>Byzantine Empire</i>. The History Channel. 23 September 2015  http://www.history.com/topics/byzantine-empire.</p> <p>Graphics from World History Chart. The Middle Ages. Hyperhistory. 23 September 2015  http://www.hyperhistory.com/online_n2/civil_n2/hist_4.html.</p>

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		<p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze how two or more texts address similar themes or topics in</p>			<p>Hagia Sophia. Wikipedia. 23 September 2015  http://en.wikipedia.org/wiki/Hagia_Sophia.</p> <p>Halsall, Paul. "From The Annals of St. Bertin." <i>Medieval Sourcebook: Three Sources on the Ravages of the Northmen in Frankland, c. 843 -912</i>. Fordham University. 1998. 23 September 2015  http://www.fordham.edu/Halsall/source/843bertin.asp.</p> <p>"History of Religion." <i>Maps of War</i>. 18 September 2014</p> <p>Hoberman, Barry. "The Battle of Talas. Saudi Aramco World. September/October 1982. 23 September 2015  http://www.saudiaramcoworld.com/issue/198205/the.battle.of.talas.htm.</p> <p><i>Map and Background Info: Geography and History of the Arabian Peninsula, and Overview of Islam</i>. The Islam Project. 23 September 2015  http://www.islamproject.org/muhammad/muhammad_04_GeographyArabianPeninsula.htm.</p> <p><i>Map of Byzantine and Sassanid Empires</i>. University of Indiana. 18 September 2014</p> <p><i>Map of Roman Empire (2nd c. A.D.)</i>. University of Texas. 23 September 2015  http://www.utexas.edu/courses/ancientfilmCC304/lecture21/detail.php?linenum=4.</p> <p><i>Medieval Sourcebook: Einhard: Life of Charlemagne</i>. Fordham University. 23 September 2015  http://www.fordham.edu/halsall/source/einhard1.asp.</p> <p><i>Modern Political Map of Europe</i>. Kids Maps.com. 18 September 2014</p>

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		<p>order to build knowledge or to compare the approaches the authors take.</p> <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8</p>			<p>“The Nature of this Essay: Brief Background Introduction to How Things Were in Eurasia On the Eve of Mongol Invasion & Conquest.” <i>Instructor’s Background Essay – 12th Century Eurasia</i>. Washburn University. 2014. 23 September 2015  http://www.washburn.edu/cas/history/stucker/Eurasia1200Essay.html.</p> <p>The New Cambridge History of Islam. Vol. 1, The Formation of the Islamic World Sixth to Eleventh Centuries. Ed. Chase F. Robinson. Cambridge Histories Online. Cambridge University Press, 2011.</p> <p>Date last accessed 18 September 2014  https://archive.org/stream/TheNewCambridgeHistoryOfIslamVolume1/The_New_Cambridge_History_of_Islam_Volume_1#page/n235/mode/1up.</p> <p>“Petit bateau viking de Gokstad.” Wikipedia. 23 September 2015  http://commons.wikimedia.org/wiki/File:Petit_bateau_viking_de_Gokstad_(4836480277).jpg.</p> <p>“The Reign of Charlemagne.” Charlemagne. History.com. 23 September 2015  http://www.history.com/topics/charlemagne/videos/the-reign-of-charlemagne.</p> <p>Shams, Daniel. History of Empires, An Empirollogical Look. Heliotricity. 23 September 2015  http://heliotricity.com/historyofempires.html.</p> <p>Stockdill, Darin and Stacie Woodward. <i>PowerPoint (Unit 6, Lesson 1)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>- - -. <i>PowerPoint (Unit 6, Lesson 3)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>- - -. <i>PowerPoint (Unit 6, Lesson 4)</i>. Teacher-made materials. Oakland Schools, 2014.</p>

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		<p>text complexity band independently and proficiently.</p> <p>Writing Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge</p>			<p>---. <i>PowerPoint (Unit 6, Lesson 6)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>---. <i>PowerPoint (Unit 6, Lesson 8)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>---. <i>Supplemental Materials (Unit 6, Lesson 1)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>---. <i>Supplemental Materials (Unit 6, Lesson 2)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>---. <i>Supplemental Materials (Unit 6, Lesson 3)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>---. <i>Supplemental Materials (Unit 6, Lesson 4)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>---. <i>Supplemental Materials (Unit 6, Lesson 5)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>---. <i>Supplemental Materials (Unit 6, Lesson 6,)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>---. <i>Supplemental Materials (Unit 6, Lesson 7,)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>---. <i>Supplemental Materials (Unit 6, Lesson 8)</i>. Teacher-made materials. Oakland Schools, 2014.</p> <p>Szczepanski, Kallie. "The Battle of Talas: A Little-Known Skirmish That Changed World History." <i>About.com</i>. 23 September 2015  http://asianhistory.about.com/od/centralasia/a/BattleofTalas.htm.</p> <p><i>Tang Dynasty</i>. Muslimwiki. 23 September 2015  http://muslimwiki.com/mw/index.php/Tang_Dynasty.</p>

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		<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and</p>			<p>"The Tang Dynasty." <i>Ancient China</i>. Kids History. Ducksters. 23 September 2015  http://www.ducksters.com/history/china/tang_dynasty.php.</p> <p>"urbanization." <i>Merriam-Webster Dictionary Online</i>. 18 September 2014</p> <p>Vikings. Wikipedia. 23 September 2015  http://en.wikipedia.org/wiki/Vikings.</p> <p>Viking Age. Summer of Monuments. Wikipedia. 23 September 2015  http://en.wikipedia.org/wiki/Viking_Age.</p> <p>"Viking Expansion Map." Art History 220. 28 Sept. 2011. 18 September 2014</p> <p><i>Vikings: The North American Saga</i>. Smithsonian National Museum of Natural History. 23 September 2015  http://www.mnh.si.edu/vikings/exhibit1_1_3.html.</p> <p>"Vikings! On And Off Screen." On Point with Tom Ashbrook. 1 March 2013. 23 September 2015  http://onpoint.wbur.org/2013/03/01/vikings.</p> <p>"Who Were the Vikings?" Jorvik Viking Center. 23 September 2015  http://jorvik-viking-centre.co.uk/who-were-the-vikings/activities-and-facts/.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>support analysis, reflection, and research.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>MI: GLCE: Social Studies 6th Grade History</p> <p>H1 The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)</p> <p>Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>informed decisions in contemporary life can be based.</p> <p>H1.1 Temporal Thinking</p> <p>Use historical conceptual devices to organize and study the past.</p> <p>Grade 6 & 7</p> <p>6 – H1.1.1</p> <p>Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p>6 – H1.1.2</p> <p>Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).</p> <p>H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p> <p>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</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>dating, DNA analysis).</p> <p>6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>6 – H1.2.4 Compare and evaluate competing historical perspectives</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>about the past based on proof.</p> <p>6 – H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>6 – 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).</p> <p>6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>6 – H1.4.3 Use historical</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>perspective to analyze global issues faced by humans long ago and today.</p> <p>W3 WHG Era 3 – Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D. Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment. Analyze the innovations and social, political, and economic changes that occurred through the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region. (Grade 6)</p> <p>W3.1 Classical Traditions and Major Empires in the Western Hemisphere</p> <p>Describe empires and agrarian civilizations in Mesoamerica and South America.</p> <p>6 – W3.1.1</p> <p>Analyze the role of environment in the development of early empires, referencing both useful environmental</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>features and those that presented obstacles.</p> <p>6 – W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).</p> <p>Geography G1 The World in Spatial Terms: Geographical Habits of Mind Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>spatial patterns and processes) that geographers use to organize information and inform their study of the world. G1.1 Spatial Thinking Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7 6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>6 – G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.</p> <p>6 – G1.2.3 Use data to create thematic maps and graphs</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>or places on earth.</p> <p>6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2 Places and Regions Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>human characteristics of places and regions.</p> <p>G2.1 Physical Characteristics of Place Describe the physical characteristics of places.</p> <p>6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p> <p>6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>economic system, governmental system, cultural traditions).</p> <p>6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</p> <p>6 – G3.2.2 Identify ecosystems and explain why some are more</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).</p> <p>G4 Human Systems</p> <p>Explain that human activities may be seen on Earth's surface.</p> <p>G4.1 Cultural Mosaic</p> <p>Describe the characteristics , distribution and complexity of Earth's cultural mosaic.</p> <p>6 – G4.1.1</p> <p>Identify and explain examples of cultural diffusion within the Americas (e.g., baseball,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).</p> <p>G4.2 Technology Patterns and Networks Describe how technology creates patterns and networks that connect people, products, and ideas.</p> <p>6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).</p> <p>G4.3 Patterns of Human Settlement Describe patterns, processes, and functions of human settlement.</p> <p>6 – G4.3.1 Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>(e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).</p> <p>6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>surface and its resources.</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p>G5 Environment and Society Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.</p> <p>G5.1 Humans and the Environment</p> <p>Describe how human actions modify the environment.</p> <p>6 – G5.1.1</p> <p>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).</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Civics & Government</p> <p>C4 Relationship of United States to Other Nations And World Affairs</p> <p>Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.</p> <p>C4.3 Conflict and Cooperation Between and Among Nations</p> <p>Explain the various ways that nations interact both</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>positively and negatively.</p> <p>6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).</p> <p>Economics</p> <p>E2 The National Economy Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>a national economy.</p> <p>E2.3 Role of Government</p> <p>Describe how national governments make decisions that affect the national economy</p> <p>6 – E2.3.1</p> <p>Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.</p> <p>7th Grade</p> <p>History</p> <p>H1 The World in Temporal Terms:</p> <p>Historical Habits of Mind (Ways of Thinking)</p> <p>Evaluate evidence, compare and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</p> <p>H1.1 Temporal Thinking Use historical conceptual devices to organize and study the past.</p> <p>Grade 6 & 7 7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>activities over time.</p> <p>7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).</p> <p>H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p> <p>7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.</p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>7 – H1.4.1 Describe and use cultural</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>W3 WHG Era 3 – Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D. Analyze the civilizations and empires that emerged during this era, noting their</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>political, economic, and social systems, and their changing interactions with the environment. Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region. (Grade 6)</p> <p>W3.1 Classical Traditions and Major Empires</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>in the Western Hemisphere Describe empires and agrarian civilizations in Mesoamerica and South America.</p> <p>7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).</p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>about the relationship between geographic characteristics and the development of early empires.</p> <p>7 – W.3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.</p> <p>7 – W.3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.</p> <p>7 – W.3.1.7 Use a case study to describe how</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).</p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>development of large regional empires.</p> <p>W3.2 Growth and Development of World Religions</p> <p>Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)</p> <p>7 – W3.2.1 Identify and describe the beliefs of the five major world religions.</p> <p>7 – W3.2.2 Locate the geographical</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>center of major religions and map the spread through the 3rd century C.E./A.D.</p> <p>7 – W3.2.3</p> <p>Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.</p> <p>Geography</p> <p>G1 The World in Spatial Terms:</p> <p>Geographical Habits of Mind</p> <p>Describe and study the relationships between people, places, and environments by using information that is in a geographic</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>(spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>(places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7 7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>interregional, regional, and local scales.</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>7 – G1.2.3 Use observations from air photos, photographs</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>(print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>7 – G1.2.4 Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.</p> <p>7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2 Places and Regions Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of places and regions.</p> <p>G2.1 Physical Characteristics of Place</p> <p>Describe the physical characteristics of places.</p> <p>7 – G2.1.1</p> <p>Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>G2.2 Human Characteristics of Place</p> <p>Describe the human characteristics of places.</p> <p>7 – G2.2.1</p> <p>Describe the human characteristics of the region under study (including languages, religion, economic system, governmental</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>system, cultural traditions).</p> <p>7 – 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).</p> <p>G3.2 Ecosystems Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</p> <p>7 – G3.2.2 Identify ecosystems of a</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).</p> <p>G4 Human Systems Explain that human activities may be seen on Earth's surface.</p> <p>G4.1 Cultural Mosaic Describe the characteristics , distribution and complexity of Earth's cultural mosaic.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).</p> <p>G4.2 Technology Patterns and Networks Describe how technology creates patterns and networks that connect people, products, and ideas.</p> <p>7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).</p> <p>G4.3 Patterns of Human Settlement Describe patterns, processes, and functions of human settlement.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).</p> <p>7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).</p> <p>G4.4 Forces of Cooperation</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).</p> <p>7 – G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>European Union, free trade, and cultural impacts such as a multi-lingual population).</p> <p>G5</p> <p>Environment and Society</p> <p>Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes.</p> <p>Explain how human action modifies the physical environment and how physical</p>			












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		<p>systems affect human systems.</p> <p>G5.1 Humans and the Environment</p> <p>Describe how human actions modify the environment.</p> <p>7 – G5.1.1</p> <p>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).</p> <p>Economics</p> <p>E2 The National Economy</p>			











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		<p>Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.</p> <p>E2.3 Role of Government</p> <p>Describe how national governments make decisions that affect the national economy</p> <p>7 – E2.3.1</p> <p>Explain how national governments make decisions that impact both that country and</p>			











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		<p>other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).</p> <p>E3 International Economy Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization</p>			











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		<p>and the resulting trade for consumers, producers, and governments.</p> <p>E3.1 Economic Interdependence Describe patterns and networks of economic interdependence, including trade.</p> <p>7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).</p> <p>© Copyright 2010. National Governors Association Center</p>			











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		for Best Practices and Council of Chief State School Officers. All rights reserved.			
7: Converging Patterns: 1000 CE - 1450 CE (Era 4.. (Week 30, 3 Weeks)	How did political, economic and cultural growth set the stage for globalization?	<p>MI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>MI: Grades 6-8</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to</p>	<ol style="list-style-type: none"> How and why did African and American empires develop similarly to and differently from the empires in Eurasia? How did large scale movements of people, ideas, technologies, and disease change the world on the eve of modernity? 	<p>continuity and change over time</p> <p>corroboration</p> <p>crusade</p> <p>cultural diffusion</p> <p>evidence</p> <p>inferences</p> <p>Mesoamerica</p> <p>movement</p> <p>pandemic/plague</p> <p>polytheism</p> <p>the Americas</p> <p>turning points</p> <p>world religion</p>	<p><u>Equipment/Manipulative</u></p> <p>Computer with PowerPoint capability</p> <p>Projector for computer</p> <p><u>Student Resource</u></p> <p><i>The Agricultural Revolution.</i> Kids Past.com. 10 June 2015  http://www.kidspast.com/world-history/0022-agricultural-revolution.php.</p> <p>“Ancient African Kingdom of Mali.” Mr. Donn’s Site for Kids and Teachers. 10 June 2015  http://africa.mrdonn.org/mali.html.</p> <p>“Ancient African Kingdom of Songhay.” Mr. Donn’s Site for Kids and Teachers. 10 June 2015  http://africa.mrdonn.org/songhay.html.</p> <p>Ancient Egypt Facts. KidsKonnnect. 2015. 10 June 2015  https://kidskonnnect.com/history/ancient-egypt/.</p> <p>Ancient Egypt. Mr. Donn’s Site for Kids and Teachers. 10 June 2015  http://egypt.mrdonn.org/index.html.</p> <p>“The ancient Olmec Civilization.” <i>Aztec-History.com</i>. 10 June 2015  http://www.aztec-history.com/olmec-civilization.html.</p> <p><i>The Assyrian Empire.</i> Kids Past.com. 10 June 2015  http://www.kidspast.com/world-history/0055-assyrian-empire.php.</p>










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		<p>support conclusions drawn from the text.</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>3. Why is it helpful to explore human history in terms of continuity and change over time?</p>		<p><i>The Bantu Peoples</i>. Kids Past.com. 10 June 2015  http://www.kidspast.com/world-history/0098-bantu-peoples.php.</p> <p>Black Death. History.com. A & E Television Network. 2015. 12 June 2015  http://www.history.com/topics/black-death.</p> <p>"The Black Death, 1348." EyeWitness to History.com. 2001. 12 June 2015  http://www.eyewitnesstohistory.com/plague.htm.</p> <p><i>The Black Death: Bubonic Plague</i>. The Middle Ages.net. 12 June 2015  http://www.themiddleages.net/plague.html.</p> <p>Carr, Karen E., "Ancient Egypt." History for Kids. 2015. 10 June 2015  http://www.historyforkids.org/learn/egypt/.</p> <p>- - -. "Ancient Greece for Kids." History for Kids. 10 June 2015  http://www.historyforkids.org/learn/greeks/.</p> <p>- - -. "Ancient Rome for Kids." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/romans/.</p> <p>- - -. "Assyrians." History for Kids. 2015. 10 June 2015  http://www.historyforkids.org/learn/westasia/history/assyrians.htm.</p> <p>- - -. "The Black Death." Kidipede. 2015. 11 June 2015  http://www.historyforkids.org/learn/medieval/history/highmiddle/plague.htm.</p> <p>- - -. "Bubonic Plague." Kidipede. 2 June 2015 12 June 2015  http://www.historyforkids.org/learn/science/medicine/plague.htm.</p> <p>- - -. "Carolingians." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/medieval/history/highmiddle/carolingians.htm.</p>









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		<p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how</p>			<p>--- . "Early Bronze Age Greece." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/greeks/history/earlybronze.htm.</p> <p>--- . "Early Dynastic Mesopotamia." History for Kids. 2015. 10 June 2015  http://www.historyforkids.org/learn/westasia/history/earlydynastic.htm.</p> <p>--- . "Feudalism." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/medieval/government/feudalism.htm.</p> <p>--- . "Government." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/government/.</p> <p>--- . "Guptan Empire." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/india/history/gupta.htm.</p> <p>--- . "Han Dynasty China." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/china/history/han.htm.</p> <p>--- . "Justinian." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/medieval/history/byzantine/justinian.htm.</p> <p>--- . "The Maya." <i>Kidipede</i>. March 10, 2015. Web. June 2014</p> <p>--- . "Medieval Islamic History." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/islam/history/history.htm.</p> <p>--- . "Mongol Empire." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/centralasia/history/mongols.htm.</p> <p>--- . "Omecs." <i>Kidipede</i>. 10 June 2015  http://www.historyforkids.org/learn/southamerica/before1500/history/olmec.htm.</p>






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		<p>specific word choices shape meaning or tone.</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate</p>			<p>--- . "Persians. Persion Empire for Kids." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/westasia/history/persians.htm.</p> <p>--- . "Religious History for Kids." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/religion/.</p> <p>--- . "The Silk Road." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/centralasia/economy/.</p> <p>--- . "Vikings." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/medieval/history/earlymiddle/vikings.htm.</p> <p>--- . "West Africa for Kids." Kidipede. 10 June 2015  http://www.historyforkids.org/learn/africa/history/bantu.htm.</p> <p>The Crusades. The History Learning Site. June 2014</p> <p>Dowling, Mike. "The Renaissance at mrdowling.com." 30 December 2014. 12 June 2015  http://www.mrdowling.com/704renaissance.html.</p> <p><i>Explore Ancient Mesopotamia.</i> Mr. Donn's Site for Kids & Teachers. 10 June 2015  http://mesopotamia.mrdonn.org/.</p> <p>"Feudal Japan – 1185 CE to 1868 CE." East Asia History for Kids. 10 June 2015  https://sites.google.com/site/mrvailsclass2/feudal-japan.</p> <p><i>Feudalism Develops in Europe.</i> Kids Past.com. 10 June 2015  http://www.kidspast.com/world-history/0207-feudalism.php.</p> <p><i>The Golden Age of the Guptas.</i> Mocomi.com. 10 June 2015  http://mocomi.com/gupta-empire/.</p>










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		<p>content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>			<p>“Han Times.” <i>Ancient China for Kids</i>. Mr. Donn’s Site for Kids and Teachers. 10 June 2015  http://china.mrdonn.org/han.html.</p> <p>Hays, Jeffrey. “Catalhoyuk, Wolds Oldest Town.” Facts and Details. 2013. 10 June 2015  http://factsanddetails.com/world/cat56/sub362/item1504.html.</p> <p><i>The Indus Valley Civilization</i>. Kids Past.com. 10 June 2015  http://www.kidspast.com/world-history/0039-indus-valley-civilization.php.</p> <p><i>Indus Valley Civilization for Kids, 3000 – 1500 BCE</i>. Mr. Donn’s Site for Kids and Teachers. 10 June 2015  http://india.mrdonn.org/indus.html.</p> <p><i>Indus Valley Civilization</i>. Mocomi.com. 10 June 2015  http://mocomi.com/indus-valley-civilization/.</p> <p><i>Iron Age</i>. Academic Kids Encyclopedia. 10 June 2015  http://www.academickids.com/encyclopedia/index.php/Iron_Age.</p> <p><i>Islam</i>. Kids Past.com. 10 June 2015  http://www.kidspast.com/world-history/0171-islam.php.</p> <p>Kendersley, Dorling. “Renaissance.” Fact Monster. 2007. 12 June 2015  http://www.factmonster.com/dk/encyclopedia/renaissance.html.</p> <p>“The Kingdom of Songhai.” Kids Past.com. 10 June 2015  http://www.kidspast.com/world-history/0101-kingdom-songhai.php.</p> <p>“A Look at the Social Effects of the Black Death.” Bright Hub Education. 10 June 2015  http://www.brighthubeducation.com/history-homework-help/88775-social-effects-of-the-black-death/.</p>









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		<p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>Writing</p> <p>Text Types and Purposes</p>			<p><i>Medieval Life – Feudalism.</i> History on the Net. 10 June 2015  http://www.historyonthenet.com/Medieval_Life/feudalism.htm.</p> <p><i>Middle Ages for Kids – The Crusades.</i> Mr. Donn.com. 10 June 2015  http://medieval europe.mrdonn.org/crusades.html.</p> <p>Middle Ages for Kids - The Effects of the Crusades. 10 June 2015  http://medieval europe.mrdonn.org/effects_of_the_crusades.html.</p> <p><i>Mongol Empire.</i> How Stuff Works. 10 June 2015  http://history.howstuffworks.com/asian-history/mongol-empire.htm.</p> <p><i>The Mongol Empire.</i> Kids Past.com. 10 June 2015  http://www.kidspast.com/world-history/0238-mongol-empire.php.</p> <p><i>Mongolian Empire for Kids and Teachers.</i> Mr. Donn.com. 10 June 2015  http://mongols.mrdonn.org/mongolempire.html.</p> <p>“The Mongols in World History.” <i>Asian Topics in World History.</i> Asia for Educators. Columbia University. 10 June 2015  http://afe.easia.columbia.edu/mongols/china/china4_a.htm.</p> <p><i>Mysteries of Catalhoyuk!</i> Science Museum of Minnesota. 2003. 10 June 2015  http://www.smm.org/catal/top.php?visited=TRUE.</p> <p>Nelson, Ken. “Ancient Africa – Empire of Ancient Mali.” Ducksters. 10 June 2015  http://www.ducksters.com/history/africa/empire_of_ancient_mali.php.</p> <p>- - -. “Ancient Mesopotamia – Science, Inventions, and Technology.” Ducksters. 10 June 2015  http://www.ducksters.com/history/mesopotamia/science_and_technology.php.</p>









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		<p>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an</p>			<p>-- -. "Aztecs, Maya, and Inca Overview." Ducksters. 10 June 2015  http://www.ducksters.com/history/aztec_maya_inca.php.</p> <p>-- -. "Ancient Greece: The City of Athens." Ducksters. Technological Solutions, Inc. 10 June 2015  http://www.ducksters.com/history/ancient_greek_athens.php.</p> <p>-- -. "History for Kids: Ancient Mesopotamia." Ducksters. Technological Solutions, Inc. June 2015. 10 June 2015  http://www.ducksters.com/history/mesopotamia/ancient_mesopotamia.php.</p> <p>-- -. "History for Kids: Aztecs, Maya, and Inca ." Ducksters. Technological Solutions, Inc. (TSI), June 2015. Web. 10 June 2015  http://www.ducksters.com/history/aztec_maya_inca.php.</p> <p>-- -. "History: Ancient Rome for Kids." Ducksters. Technological Solutions, Inc. (TSI), June 2015. Web. 10 June 2015  http://www.ducksters.com/history/ancient_rome.php.</p> <p>-- -. "History: Renaissance for Kids." Ducksters. Technological Solutions, Inc. (TSI), 11 June 2015  http://www.ducksters.com/history/renaissance.php.</p> <p>-- -. "Biography for Kids: Genghis Kahn." Ducksters. Technological Solutions, Inc. (TSI), 10 June 2015  http://www.ducksters.com/biography/world_leaders/genghis_khan.php.</p> <p>-- -. Middle Ages – The Crusades. Ducksters. Technological Solutions, Inc. (TSI), 10 June 2015  http://www.ducksters.com/history/middle_ages_crusades.php.</p> <p>-- -. "Middle Ages – Feudal System." Ducksters. Technological Solutions, Inc. (TSI),  http://www.ducksters.com/history/middle_ages_feudal_system.php.</p>







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		<p>understanding of the topic or text, using credible sources.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well</p>			<p>--. "Middle Ages for Kids: Byzantine Empire." Ducksters. 10 June 2015  http://www.ducksters.com/history/middle_ages_byzantine_empire.php.</p> <p>--. "Middle Ages – The Franks." Ducksters.com. 10 June 2015  http://www.ducksters.com/history/middle_ages/the_franks.php.</p> <p><i>Neolithic Revolution</i>. Academic Kids Encyclopedia. 10 June 2015  http://academickids.com/encyclopedia/index.php/Neolithic_Revolution.</p> <p><i>The Persian Empire</i>. Kids Past.com. 10 June 2015  http://www.kidspast.com/world-history/0057-persian-empire.php.</p> <p><i>Primary History: Ancient Greeks</i>. BBC. 2014. June 2014</p> <p><i>Primary History: Vikings</i>. BBC. June 2014</p> <p>"Renaissance." <i>Spotlight :Renaissance</i>. Kids Discover. 9 Jan. 2014. 12 June 2015  http://www.kidsdiscover.com/spotlight/renaissance-for-kids/.</p> <p>"The Renaissance in Italy." Kids Past.com. 12 June 2015  http://www.kidspast.com/world-history/0289-the-renaissance-italy.php.</p> <p>"Seii Taishogun of Feudal Period Japan (1185-1868 AD)." Shogun. Encyclopedia. Kids.Net.Au. 2015. 11 June 2015  http://encyclopedia.kids.net.au/page/sh/Shogun#Seii_Taishogun_of_Feudal_Period_Japan_(1185_-_1868_AD).</p> <p><i>The Silk Road</i>. Kids Past.com. 10 June 2015  http://www.kidspast.com/world-history/0135-the-silk-road.php.</p>






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		<p>as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources,</p>			<p>Snell, Melissa. "Crusades Basics." About Education. 10 June 2015  http://historymedren.about.com/od/crusades/p/crusadesbasics.htm.</p> <p>"What Effect Did the Mongols Have on Europe? About Education.com. 10 June 2015  http://asianhistory.about.com/od/mongolia/f/Effects-Mongols-Europe.htm.</p> <p>"Yellow River & Yangtze River." <i>Ancient China For Kids</i>. Mr. Donn's Site for Kids and Teachers. 10 June 2015  http://china.mrdonn.org/rivers.html.</p> <p><i>Yellow River Valley Civilization</i>. The River Valley Civilization Guide. June 2014</p> <p><u>Teacher Resource</u> <i>A Tour to Machu Pichu and The Inca Empire</i>. YouTube. 30 May 2015  http://www.youtube.com/watch?v=knpzNN258_0&list=PLsEXWHR-N_4S2_exf5F6BpwaVfH7gFCgy.</p> <p>"Ancient Ghana." The Story of Africa. West African Kingdoms. BBC World Service. May 2014</p> <p>Al-Umari cited in Levitzion and Hopkins Corpus of Early Arabic Sources for West African History (Cambridge University Press 1981) pp. 269-273.</p> <p>Andrew Marr's History of the World. BBC World Service. 21 May 2015  http://www.bbc.co.uk/learningzone/clips/mansa-musa-of-mali-the-richest-man-ever/14207.html.</p> <p>Ari Nave and Elizabeth Heath, "The Mali Empire" in <i>Africana, The Encyclopedia of the African & African American Experience</i>, Kwame Anthony Appiah, and Henry Louis Gates, Jr., (New York: Oxford: University Press, 2005).</p>

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		<p>assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis,</p>			<p>Aztec. Wikipedia. 30 May 2015  http://en.wikipedia.org/wiki/Aztec.</p> <p>Aztecs. The History Channel. 30 May 2015  http://www.history.com/topics/aztecs/videos/aztec-aqueducts.</p> <p>Big Era Five: Patterns of Interregional Unity, 300-1500 CE. <i>This Big Era and the Three Essential Questions</i>. World History for Us All. National Center for History in the Schools at UCLA and San Diego State University. 21 May 2015 Goucher, Candice  http://worldhistoryforusall.sdsu.edu/eras/era5.php.</p> <p>Crusades. History.com. A & E Television Networks. 10 June 2015  http://www.history.com/topics/crusades/print.</p> <p>"The Crusades." <i>Heilbrunn Timeline of Art History</i>. The Metropolitan Museum of Art. 10 June 2015  http://www.metmuseum.org/toah/hd/crus/hd_crus.htm.</p> <p>Department of Asian Art. "Shoguns and Art". In <i>Heilbrunn Timeline of Art History</i>. New York: The</p> <p>"Early History to the Ashikaga Shoguns." History of Japan. InfoPlease.com. 10 June 2015  http://www.infoplease.com/encyclopedia/world/japan-history.html.</p> <p><i>Empire of the Incas</i>. YouTube. 30 May 2015  https://www.youtube.com/watch?v=GcMHwLTURqU.</p> <p><i>Feudal Life</i>. Interactives. Annenberg Learner. 10 June 2015  http://www.learner.org/interactives/middleages/feudal.html.</p> <p>The Fujiwara: 9th - 11th century. History of Japan. World History.net. 10 June 2015  http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=dxh.</p>

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		<p>reflection, and research.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>MI: GLCE: Social Studies 6th Grade History</p> <p>H1 The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking) Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and</p>			<p><i>Genghis Khan</i>. History Channel. 10 June 2015  http://www.history.com/topics/genghis-khan.</p> <p><i>Geographic Understandings of Latin America and the Caribbean</i>. Wikispaces. 30 May 2015  https://mccainsocialstudies.wikispaces.com/D1.+Geography.</p> <p>Goucher, Candice, Charles LeGuin, and Linda Walton. "Trade, Technology, and Culture: The Mali Empire in West Africa." <i>Bridging World History</i>. 21 May 2015  http://www.learner.org/courses/worldhistory/support/reading_11_1.pdf.</p> <p>High Trevor-Roper. Wikipedia. 21 May 2015  http://en.wikipedia.org/wiki/Hugh_Trevor-Roper.</p> <p>Ibn Batutta, from <i>Travels to Kingdom of Mali</i>, 1352 CE</p> <p><i>Inca Empire</i>. Wikipedia. 30 May 2015  http://en.wikipedia.org/wiki/File:Inca_Empire.svg.</p> <p><i>Inca mythology</i>. Wikipedia. 30 May 2015  http://en.wikipedia.org/wiki/Inca_mythology.</p> <p>Internet Medieval Sourcebook Selected Sources: The Crusades. Fordham University. 10 June 2015  http://www.fordham.edu/halsall/sbook1k.asp.</p> <p>Kent Glenzer, Dorothea E. Schultz and Stephen Wooten, "Mali" in the <i>New Encyclopedia of Africa</i>, John Middleton, and Joseph C. Miller, eds., (New York: Scribner's, 2008)</p> <p>Kevin Shillington, <i>History of Africa</i> (New York: Palgrave, 2005).</p> <p><i>Machu Picchu</i>. Wikipedia. 30 May 2015  http://en.wikipedia.org/wiki/File:80_-_Machu_Picchu_-_Juin_2009_-_edit.2.jpg.</p>

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		<p>perspectives on which informed decisions in contemporary life can be based.</p> <p>H1.1 Temporal Thinking Use historical conceptual devices to organize and study the past.</p> <p>Grade 6 & 7</p> <p>6 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p>H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p>			<p><i>Mali & Songhai</i>. Collapse: Why Do Civilizations Fall? Annenberg Learner. 21 May 2015  http://www.learner.org/interactives/collapse/mali.html.</p> <p><i>Mali Empire</i>. BlackPast. 21 May 2015  http://www.blackpast.org/gah/mali-empire-ca-1200.</p> <p><i>Mali Empire</i>. Wikipedia. 21 May 2015  http://en.wikipedia.org/wiki/Mali_Empire.</p> <p>“Mansa Musa of Mali Named World’s Richest Man of All Time; Gates and Buffet Also Make List. “ The Huffington Post. 17 October 2012. 21 May 2015  http://www.huffingtonpost.com/2012/10/17/mansa-musa-worlds-richest-man-all-time_n_1973840.html.</p> <p><i>Mansa Musa’s Pilgrimage – Grade Seven</i>. Ohio Department of Education. 21 May 2015  https://ims.ode.state.oh.us/ODE/IMS/Lessons/Web_Content/CSS_LP_S03_BA_L07_I02_01.pdf.</p> <p>Modern History Sourcebook: Pedro de Cieza de León: Chronicles of the Incas, 1540 Pedro Cieza de León, <i>The Second Part of the Chronicle of Peru</i>, Clements R. Markham, trans. & ed., (London: Hakluyt Society, 1883), pp. 36-50, <i>passim</i>. Fordham University. 30 May 2015  http://www.fordham.edu/HALSALL/MOD/1540cieza.asp.</p> <p>Modern History Sourcebook: Hernan Cortés: from Second Letter to Charles V, 1520. Fordham University. 30 May 2015  http://www.fordham.edu/halsall/mod/1520cortes.asp.</p> <p><i>Mongolian Empire</i>. East Asia History for Kids. 21 May 2015  https://sites.google.com/site/mrvailsclass2/mongolian-empire-and-feudal-japan.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>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).</p> <p>6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>6 – H1.2.3 Identify the point</p>			<p>“The Mongols in World History.” <i>Asian Topics in World History</i>. Asia for Educators. Columbia University. 10 June 2015  http://afe.easia.columbia.edu/mongols/china/china4_a.htm.</p> <p>Nehemia Levtzion, <i>Ancient Ghana and Mali</i> (New York: Africana Publishing Company, 1980).</p> <p><i>Overview. Aztecs, Maya, and Inca. Ducksters</i>. May 2015. 30 May 2015  http://www.ducksters.com/history/aztec_maya_inca.php.</p> <p><i>Pachacuti Inca Yupanqui (or Pachacutec), Sapa Inca from 1438 to 1471 or 1472</i>. Wikipedia. 30 May 2015</p> <p><i>Peer Evaluation of Group Work Rubric</i>. St. Norbert College Ocean Voyagers Program. 10 June 2015  http://cosee-central-gom.org/seascholars/lesson_plans/lesson2web/intro/peerrubric1.html.</p> <p><i>Per Work Group Evaluation Forms</i>. Now with Bill Moyers. PBS. 10 June 2015  http://www-tc.pbs.org/now/classroom/peer2.pdf.</p> <p><i>Primary History: Ancient Greeks</i>. BBC. 2014. June 2014</p> <p><i>Primary History: Vikings</i>. BBC. June 2014</p> <p><i>The Rise and Fall of the Aztec</i>. YouTube. 30 May 2015  https://www.youtube.com/watch?v=FwUAJbOcubM.</p> <p>“The roots of the feudal system.” BBC. 2014. June 2014</p> <p><i>See Think Wonder Routine</i>. Visible Thinking. Harvard Project Zero. 10 June 2015  http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonderRoutine.html.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>6 – H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political,</p>			<p><i>Spanish conquest of the Aztec Empire</i>. Wikipedia. 30 May 2015  http://en.wikipedia.org/wiki/Spanish_conquest_of_the_Aztec_Empire</p> <p>“The Spread of the Black Death in Europe Map.” Philip’s Atlas of World History. 12 June 2015  https://qed.princeton.edu/getfile.php?f=The_Spread_of_the_Black_Death_in_Europe_1347_to_1352.jpg.</p> <p>Stockdill, Darin and Stacie Woodward. <i>Supplemental Materials (Lessons 2-4, Unit 7)</i>. Teacher-made materials. Oakland Schools, 2015.</p> <p>- - -. <i>PowerPoint (Lesson 2-4, Unit 7)</i>. Teacher-made materials. Oakland Schools, 2015.</p> <p><i>Tenochtitlan Model</i>. Wikipedia. 30 May 2015  http://en.wikipedia.org/wiki/File:TenochtitlanModel.JPG.</p> <p>"The Trans-Saharan Gold Trade (7th–14th century)". In <i>Heilbrunn Timeline of Art History</i>. New York: The Metropolitan Museum of Art, 2000.</p> <p>“The Wealth of Africa, The Kingdom of Mali, Teachers’ Notes.” The British Museum. 21 May 2015  http://www.britishmuseum.org/pdf/KingdomOfMali_TeachersNotes.pdf.</p> <p>“What Effect Did the Mongols Have on Europe? About Education.com. 10 June 2015  http://asianhistory.about.com/od/mongolia/f/Effects-Mongols-Europe.htm.</p> <p>Woodward, Stacie and Darin Stockdill. <i>Supplemental Materials (Lesson 1, Unit 7)</i>. Teacher-made materials. Oakland Schools, 2015.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>economic, religion/ belief, science/technology, written language, education, family).</p> <p>6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C. Describe and differentiate defining characteristics of early civilization and</p>			<p>- - -. <i>PowerPoint (Lesson 1, Unit 7)</i>. Teacher-made materials. Oakland Schools, 2015.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>pastoral societies, where they emerged, and how they spread.</p> <p>W2.1 Early Civilizations and Early Pastoral Societies</p> <p>Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.</p> <p>6 – W2.1.2</p> <p>Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).</p> <p>6 – W2.1.3 Use multiple sources</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).</p> <p>6 – W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).</p> <p>W3 WHG Era 3 – Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D. Analyze the civilizations</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment. Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>(Grade 6) W3.1 Classical Traditions and Major Empires in the Western Hemisphere Describe empires and agrarian civilizations in Mesoamerica and South America.</p> <p>6 – W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.</p> <p>6 – W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>6 – W3.1.3 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.</p> <p>6 – W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.</p> <p>6 – W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).</p> <p>Geography G1 The World in Spatial</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Terms: Geographical Habits of Mind Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking</p> <p>Use maps and other geographic tools to</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p> <p>6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>within the larger world context.</p> <p>6 – G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p> <p>6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>6 – G2.2.2 Explain that communities are affected positively or negatively by changes in</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p>G4 Human Systems Explain that human activities may be seen on Earth's surface.</p> <p>G4.1 Cultural Mosaic Describe the characteristics, distribution and complexity of Earth's cultural mosaic.</p> <p>6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).</p> <p>G4.3 Patterns of Human Settlement Describe patterns, processes, and functions of human settlement.</p> <p>6 – G4.3.1 Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).</p> <p>6 – G4.3.2 Describe patterns</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p>G5.2 Physical and Human Systems</p> <p>Describe how physical and human systems shape patterns on the Earth's surface.</p> <p>6– G5.2.1</p> <p>Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).</p> <p>7th Grade History</p> <p>H1 The World in Temporal Terms:</p> <p>Historical Habits of Mind (Ways of Thinking)</p> <p>Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>life can be based.</p> <p>H1.1 Temporal Thinking Use historical conceptual devices to organize and study the past.</p> <p>Grade 6 & 7</p> <p>7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p>H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.</p> <p>7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.</p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.</p> <p>H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.</p> <p>7 – H1.4.1 Describe and use cultural</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C. Describe and differentiate defining</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>characteristics of early civilization and pastoral societies, where they emerged, and how they spread.</p> <p>W2.1 Early Civilizations and Early Pastoral Societies</p> <p>Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.</p> <p>7 – W2.1.3</p> <p>Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>and forms of communication).</p> <p>7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).</p> <p>W3 WHG Era 3 – Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D. Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>with the environment. Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region. (Grade 6)</p> <p>W3.1 Classical Traditions and Major Empires in the Western Hemisphere</p> <p>Describe empires and agrarian civilizations in</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Mesoamerica and South America.</p> <p>7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).</p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.</p> <p>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.</p> <p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).</p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p> <p>W3.2 Growth and Development of World</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Religions Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)</p> <p>7 – W3.2.3 Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.</p> <p>Geography G1 The World in Spatial</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Terms: Geographical Habits of Mind Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information,</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.</p> <p>G1.1 Spatial Thinking</p> <p>Use maps and other geographic tools to</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>acquire and process information from a spatial perspective.</p> <p>Grades 6 & 7</p> <p>7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>G1.2 Geographical Inquiry and Analysis Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>environment, and relations within the larger world context.</p> <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>G1.3 Geographical Understanding Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>G2.2 Human Characteristics of Place Describe the human characteristics of places.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – G2.2.2 Explain that communities are affected positively or negatively by changes in</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>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).</p> <p>7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).</p> <p>G4 Human Systems Explain that human</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>activities may be seen on Earth's surface.</p> <p>G4.1 Cultural Mosaic Describe the characteristics , distribution and complexity of Earth's cultural mosaic.</p> <p>7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).</p> <p>G4.3 Patterns of Human Settlement Describe patterns, processes, and functions</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>of human settlement.</p> <p>7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).</p> <p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p> <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			




















Social Studies 8 (M)






Bardwell Group Master Curriculum > 2017-2018 > Grade 8 > Social Studies > Social Studies 8 (M) > Hardison, Tonette ; Hetzel, Rachal; Novak, Marcy; Walkes, Stephanie
Monday, December 4, 2017, 9:31AM



















Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
Unit 1: Foundations of a New Nation <i>(Week 1, 6 Weeks)</i>	How do people and conditions interact to bring about change?	MI: Social Studies (2007) 8th Grade US History & Geography Foundations in United States History and Geography ERAs 1-3 These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history	1. How are political and philosophical ideas and the experiences of the colonists and Founders reflected in the Declaration of Independence, Articles of Confederation, United States Constitution, and the Bill of Rights? 2. How did the concept of freedom influence critical issues debated at the Constitutional	1. Create a picture book for younger children describing the critical issues debated at the Constitutional Convention and explaining how they were addressed. 2. Write an essay that analyzes how the political and intellectual ideas and the experiences of the colonists and Founders are reflected in the	Student Resource The Articles of Confederation. <i>America.gov</i> . 8 Jan. 2008. 29 September 2015 <i>The Articles of Confederation</i> . The Avalon Project. Yale Law School. 29 September 2015 http://www.yale.edu/lawweb/avalon/artconf.htm#art1 <i>A Brief Overview of the Supreme Court</i> . The Supreme Court of the United States. 29 September 2015 http://www.supremecourtus.gov/about/briefoverview.pdf 29 September 2015 <i>The Constitution and the Federal Judiciary</i> . Understanding the Federal Courts. <i>Constitutional Topic: Articles of Confederation</i> . The United States Constitution Online. http://www.usconstitution.net/consttoparti.html <i>The Court and Constitutional Interpretation</i> . The Supreme Court of the United States. 9 May 2008 <i>Debates in the Federal Convention of 1787 reported by James Madison: June 18</i> . Avalon Project at Yale Law School. 29 September 2015 www.yale.edu/lawweb/avalon/debates/618.htm <i>The Executive Branch – Presidency</i> . Congress for Kids. The Dirksen Center. 29 September 2015 http://www.congressforkids.net/Executivebranch_president.htm <i>The Federal Courts and American Government</i> . Understanding the Federal Courts. 23 July 2008 <i>The Great Compromise</i> . Congress for Kids. 29 September 2015 http://www.congressforkids.net/Constitution_greatcompromise.htm <i>The House of Burgesses. Britain in the New World</i> . Beyond Books. 23 July 2008









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>studied in 5th grade. To set the stage for the study of U.S. history that begins with the creation of the U.S. Constitution , students should be able to draw upon an understanding of these politics and intellectual understandings. F1 Political and Intellectual Transformations</p> <p>F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence</p>	<p>Convention (e.g., distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery)?</p>	<p>Declaration of Independence Articles of Confederation, United States Constitution , and the Bill of Rights. The essay should address concepts such as natural rights philosophy, social contract, limited government , individual rights, republicanism, popular sovereignty, rule of law, right of revolution, and separation of powers.</p> <p>3. Create a political cartoon about a contemporary national</p>	<p><i>Interactive Constitution.</i> National Constitution Center. 23 July 2008</p> <p><i>Issues: Free Speech.</i> The American Civil Liberties Union. 29 September 2015  http://www.aclu.org/freespeech/index.html</p> <p><i>Lesson 1: Why Do We Need a Government?</i> The Center for Civic Education. 29 September 2015  http://www.civiced.org/index.php?page=MS_Student_Book</p> <p><i>The Making of the Constitution.</i> Social Studies for Kids. 29 September 2015  http://www.socialstudiesforkids.com/articles/ushistory/makingoftheconstitution3.htm</p> <p><i>McCormick Tribune Freedom Museum.</i> 23 July 2008</p> <p>"Problems with the Articles." <i>The Making of the Constitution.</i> Social Studies for Kids. 29 September 2015  http://www.socialstudiesforkids.com/articles/ushistory/makingoftheconstitution1.htm</p> <p><i>Shays' Rebellion.</i> The Robinson Library. 29 September 2015  http://www.robinsonlibrary.com/america/uslocal/newengland/massachusetts/history/shays.htm</p> <p><i>Shays' Rebellion (1786-87) and the Constitution.</i> Calliope. 29 September 2015  http://www.calliope.org/shays/shays2.html</p> <p><i>Thomas: Legislative Information Available on the Internet.</i> Library of Congress. 2003. 29 September 2015  http://thomas.loc.gov</p> <p><i>The United States Constitution.</i> National Archives. 29 September 2015  http://www.archives.gov/national-archives-experience/charters/constitution_transcript.html</p>









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>e by analyzing</p> <ul style="list-style-type: none"> colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2) experiences with self-government (e.g., House of Burgesses and town meetings) (C2) changing interactions with the royal government of Great Britain after the French and Indian War (C2) <p>F1.2 Using the Declaration</p>		<p>public issue. The cartoon should illustrate differences between Federalists and Anti-Federalists with respect to concerns over distribution of power within government, between government and the governed, and among people.</p>	<p><i>United States Constitution, Article I.</i> US Constitution.net. 29 September 2015  http://www.usconstitution.net/const.html#Article1</p> <p><i>United States Constitution – Preamble.</i> Cornell Law School. 29 September 2015  http://www.law.cornell.edu/constitution/constitution.preamble.html</p> <p><i>United States House of Representatives.</i> 29 September 2015  http://www.house.gov/</p> <p><i>United States Senate.</i> 23 July 2008</p> <p>The Virginia House of Burgesses. Social Studies for Kids. 29 September 2015  http://www.socialstudiesforkids.com/articles/ushistory/houseofburgesses.htm</p> <p><i>The White House.</i> 29 September 2015  http://www.whitehouse.gov/history/index.html</p> <p><u>Teacher Resource</u> <i>Address to the People of the State of New York by the Hon. John Jay.</i> Library of Congress. Learning Page. 23 July 2008  http://memory.loc.gov/ammem/ndlpedu/features/timeline/newnatn/usconst/johnjay.html</p> <p><i>The Almost Painless Guide to the Judicial Branch.</i> United Learning. 1998. United Streaming. 29 September 2015  http://streaming.discoveryeducation.com/</p> <p><i>The Almost Painless Guide to the U.S. Constitution.</i> United Learning. 1999. United Streaming. 29 September 2015  http://streaming.discoveryeducation.com/</p> <p><i>American History: Road to Revolution.</i> Discovery Channel School. 2006. United Streaming. 29 September 2015  http://streaming.discoveryeducation.com/</p>










Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>of Independence, including the grievances at the end of the document, describe the role this document played in expressing</p> <ul style="list-style-type: none"> • colonists' views of government • their reasons for separating from Great Britain. (C2) <p>F1.3 Describe the consequences of the American Revolution by analyzing the</p> <ul style="list-style-type: none"> • birth of an independent republican government (C2) • creation of Articles of Confederation (C2) • changing 			<p><i>Anti-Federalist Papers</i>. The Constitution Society. 29 September 2015  http://www.constitution.org/afp.htm <i>The Anti-Federalist Papers</i>. From Revolution to Reconstruction.</p> <p><i>The Anti-Federalist Papers. Speech of Patrick Henry, June 7, 1788</i>. From Revolution to Reconstruction. 23 July 2008</p> <p><i>Articles of Confederation</i>. The U.S. Constitution Online. 29 September 2015  http://www.usconstitution.net/articles.html</p> <p><i>The Articles of Confederation</i>. The University of Oklahoma Law Center. 29 September 2015  http://www.law.ou.edu/hist/artconf.html</p> <p><i>Baron de Montesquieu</i>. 29 September 2015  http://www.rjgeib.com/thoughts/montesquieu/montesquieu-bio.html</p> <p>Benedict, James A., <i>Revolution and Constitution 1763-1791</i>. Rocky River, OH: The Center for Learning, 2000. 53-55.</p> <p><i>The Bill of Rights</i>. Library of Congress. 29 September 2015  http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=001/llsl001.db&recNum=144</p> <p>Bjornlund, Lydia. <i>The U.S. Constitution: Blueprint for Democracy</i>. San Diego, CA: Lucent Books, Inc., 1999.</p> <p>Bodenhamer, David J. "Federalism and Democracy." <i>Federalism Checks the Power of the Central Government: Historian discusses interplay between state and national governments</i>. America.gov. 2 Jan. 2007. 23 July 2008</p> <p>Cababe, Louise. Alexander S. Frazier, Janet Stowell Garza, Howard M. Jacobs, and Jeanne M. Kish, ed. <i>U.S. History: Beginnings to 1876</i>. Rocky River, OH: The Center for Learning, 1997. 55, 61-62, 73-76, 81-87.</p> <p>Caliguire, Augustine. <i>U.S. History Book 1: America: Creating the Dream, Beginnings to 1865</i>. Calabasas, CA: The Center for Learning, 2000. 71-76.</p>









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>views on freedom and equality (C2)</p> <ul style="list-style-type: none"> • and concerns over distribution of power within governments , between government and the governed, and among people (C2) <p>U3.3 Creating New Government (s) and a New Constitution Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.</p>			<p><i>Cato. Letter VII.</i> New York Journal. Jan. 3, 1788. 29 September 2015  http://www.constitution.org/afp/cato_07.htm</p> <p><i>Checks and Balances.</i> Congress for Kids. 29 September 2015  http://www.congressforkids.net/Constitution_checksandbalances.htm</p> <p><i>The Checks and Balances System: A Worksheet.</i> Cyber Learning. 29 September 2015  http://www.cyberlearning-world.com/lessons/checks.htm</p> <p>Commager, Henry S., ed. <i>Selections from The Federalist: Hamilton, Madison, Jay.</i> Wheeling, IL: Harlan Davidson, Inc., 1949.</p> <p><i>The Constitution: A History.</i> National Archives and Records Administration. Charters of Freedom. 29 September 2015  http://www.archives.gov/national-archives-experience/charters/constitution_history.html</p> <p><i>The Constitution and the Idea of Compromise: The Slavery Compromises.</i> Rediscovering George Washington. The Claremont Institute. 2002. 29 September 2015</p> <p><i>Constitutional Topic: Federalists and Anti-Federalists.</i> United States Constitution Online. 29 September 2015  http://www.usconstitution.net/consttop_faf.html</p> <p><i>Constitutional Topic: The Constitutional Convention.</i> The United States Constitution Online. 29 September 2015  http://www.usconstitution.net/consttop_ccon.html</p> <p><i>Countdown to Independence: Causes of the American Revolution.</i> Rainbow Educational Media. 1993. United Streaming. 29 September 2015  http://streaming.discoveryeducation.com/</p> <p>Courts. 23 July 2008</p> <p><i>Creating A Bill of Rights.</i> Ed. Jamie Fratello Staub. 12 July 1998. The Academy Social Studies Curricular Exchange, Columbia Education Center. 23 July 2008</p>




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>Grades 5 & 8</p> <p>8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). (C2)</p> <p>8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the</p>			<p><i>Creating a New Nation</i>. Liberty! The American Revolution. PBS. 29 September 2015  http://www.pbs.org/ktca/liberty/tguide_6.html</p> <p><i>The Declaration of Independence</i>. Library of Congress. 29 September 2015  http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html</p> <p>"The Declaration of Independence and Natural Rights." <i>Foundations of Our Constitution</i>. Constitutional Rights Foundation. 23 July 2008</p> <p><i>Documents and Artifacts from the Revolutionary War Library</i>. How Stuff Works. 29 September 2015  http://history.howstuffworks.com/revolutionary-war/documents-artifacts-from-revolutionary-war.htm</p> <p><i>Elbridge Gerry's Reasons for Not Signing the Federal Constitution</i>. Library of Congress. 29 September 2015  http://memory.loc.gov/ammem/ndlpedu/features/timeline/newnatn/usconst/egerry.html</p> <p><i>Federalists and Anti-Federalists</i>. Thinkquest. 23 July 2008</p> <p>"The Federalists and Anti-Federalists." <i>The Constitution: A History</i>. National Archives and Records Administration. 29 September 2015  http://www.archives.gov/national-archives-experience/charters/constitution_history.html</p> <p><i>Federalists Papers</i>. THOMAS. Library of Congress. 29 September 2015  http://thomas.loc.gov/home/histdox/fedpapers.html</p> <p><i>The Federalist Papers, Federalist No. 2</i>. THOMAS. Library of Congress. 29 September 2015  http://thomas.loc.gov/home/histdox/fed_02.html</p> <p><i>Federalists vs. Anti-Federalists</i>. The Study Stack. 29 September 2015  http://www.studystack.com/studytable-12046</p> <p><i>Forms of Government</i>. Politics Defined.com. 29 September 2015  http://www.politicsdefined.com/government.htm</p>






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>Constitutional Convention. (E1.4)</p> <p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.</p> <p>8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating,</p>			<p><i>Foundations of Our Constitution</i>. Constitutional Rights Foundation. 23 July 2008</p> <p>Gorin, Stuart. <i>Overview of the US Judicial System</i>. US Embassy. 29 September 2015  http://usa.usembassy.de/etexts/gov/overview1197.pdf</p> <p><i>The Great Compromise – A House Divided</i>. Dirksen Congressional Center. 29 September 2015  http://www.congresslink.org/print_lp_greatcompromise.htm</p> <p><i>Grolier Presents The American Presidency</i>. 23 July 2008</p> <p>Hofstadter, Richard, ed. <i>Great Issues in American History Volume II: From the Revolution to the Civil War, 1765-1865</i>. New York: Random House, 1969. 75-139.</p> <p><i>Independence Timeline</i>. The Henry Ford. 29 September 2015  http://www.thehenryford.org/museum/liberty/about/timeline.asp?timeline=1</p> <p><i>Landmark Supreme Court Cases</i>. Bill of Rights Institute. 23 July 2008</p> <p><i>Landmark Supreme Court Cases</i>. Street Law and the Supreme Court Historical Society. 29 September 2015  http://landmarkcases.org</p> <p><i>Lesson 1: Why Do We Need a Government?</i> The Center for Civic Education. 29 September 2015  http://www.civiced.org/index.php?page=wtp_ms01_tg</p> <p>Monk, Linda R. <i>The Words We Live By: Your Annotated Guide to the Constitution</i>. Hyperion/ A Stonesong Press Book, 2003.</p> <p><i>Nation in Crisis (Revised)</i>, A. AIMS Multimedia. 2000. United Streaming. 23 July 2008  http://streaming.discoveryeducation.com/</p> <p>"The New Jersey Plan." <i>Principles of Freedom</i>. Colonial Williamsburg. 29 September 2015  http://research.history.org/pf/documents/newJerseyPlan.cfm</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons 29 September 2015  http://www.osteachingresearchwriting.org/</p>





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.</p> <p>8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (National Geography</p>			<p><i>Our Constitution: The Document that Gave Birth to a Nation</i>. Rainbow Educational Media. 1988. United Streaming. 29 September 2015  http://streaming.discoveryeducation.com/</p> <p>Outline of U.S. Government. U.S. Department of State. 23 July 2008</p> <p>Preamble, U.S. Constitution. 29 September 2015  http://www.law.cornell.edu/constitution/constitution.preamble.html</p> <p><i>Recent Decisions</i>. The Supreme Court of the United States. 23 July 2008  http://www.supremecourtus.gov/</p> <p>"Republicanism." Stanford Encyclopedia of Philosophy. 29 September 2015  http://plato.stanford.edu/entries/republicanism/</p> <p>Schillings, Denny. <i>The Living Constitution</i>. New York: Glencoe/McGraw-Hill. 1997. T12-T15, T26, 7-22.</p> <p><i>Seeds of Liberty: Causes of the American Revolution</i>. Rainbow Educational Media. 1993. United Streaming. 1 May 2008</p> <p><i>Seven Roles for one President</i>. Scholastic. 23 July 2008</p> <p><i>Shays Rebellion (1786-87) and the Constitution</i>. Calliope Film Resources, Inc. 29 September 2015  http://www.calliope.org/shays/shays2.html</p> <p><i>The Signing of the Constitution</i>. U.S. Senate. Republican Policy Committee. 23 July 2008</p> <p><i>Speech of James Wilson</i>. 29 September 2015  http://www.constitution.org/afp/jwilson0.htm</p> <p><i>System of Checks and Balances</i>. Cyber Learning. 29 September 2015  http://www.cyberlearning-world.com/lessons/oct6usg.htm</p> <p><i>Three-Fifths Compromise</i>. Digital History. 2003. 29 September 2015  http://www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=306</p>




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		<p>Standard 3, p. 148)</p> <p>8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)</p> <p>8 – U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the</p>			<p><i>Understanding the Constitution: Creating the Federal Government.</i> Discovery Education. 2001. United Streaming. 29 September 2015  http://streaming.discoveryeducation.com/</p> <p><i>Understanding the Constitution: The Legislative Branch.</i> Discovery Education. 2001. United Streaming. 29 September 2015  http://streaming.discoveryeducation.com/</p> <p><i>Understanding the Federal Courts.</i> 23 July 2008 United States History: Connecting the Past to the Present. Prince William County Public Schools. VA. 23 July 2008</p> <p><i>United States History: 1760-1800: Forming a New Nation.</i> AIMS Multimedia. 1996. United Streaming. 29 September 2015  http://streaming.discoveryeducation.com/</p> <p>Urofsky, Melvin I., "Introduction: The Root Principles of Democracy." Democracy Papers. State Department of the U.S. Government. 23 July 2008</p> <p><i>U.S. Constitution: Eighth Amendment.</i> Find Law. 29 September 2015  <a ;"="" href="http://caselaw.lp.findlaw.com/data/constitution/amendment08>">http://caselaw.lp.findlaw.com/data/constitution/amendment08>";</p> <p><i>U.S. Constitution: Fifth Amendment.</i> Find Law. 29 September 2015  http://caselaw.lp.findlaw.com/data/constitution/amendment05</p> <p><i>U.S. Constitution: First Amendment.</i> Find Law. 29 September 2015  http://caselaw.lp.findlaw.com/data/constitution/amendment01</p> <p><i>U.S. Constitution: Fourth Amendment.</i> Find Law. 29 September 2015  http://caselaw.lp.findlaw.com/data/constitution/amendment04</p> <p><i>U.S. Constitution: Ninth Amendment.</i> Find Law. 29 September 2015  http://caselaw.lp.findlaw.com/data/constitution/amendment09</p> <p><i>U.S. Constitution: Second Amendment.</i> Find Law. 29 September 2015  http://caselaw.lp.findlaw.com/data/constitution/amendment02/</p>

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		<p>historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)</p> <p>Copyright © 2001-2015 State of Michigan</p>			<p><i>U.S. Constitution: Seventh Amendment.</i> Find Law. 29 September 2015  http://caselaw.lp.findlaw.com/data/constitution/amendment07</p> <p><i>U.S. Constitution: Sixth Amendment.</i> Find Law. 29 September 2015  http://caselaw.lp.findlaw.com/data/constitution/amendment06</p> <p><i>U.S. Constitution: Tenth Amendment.</i> Find Law. 29 September 2015  http://caselaw.lp.findlaw.com/data/constitution/amendment10</p> <p><i>U.S. Constitution: Third Amendment.</i> Find Law. 29 September 2015  http://caselaw.lp.findlaw.com/data/constitution/amendment03</p> <p><i>U.S. Electoral College.</i> National Archives and Records Administration. 29 September 2015  http://archives.gov/federal_register/electoral_college/faq.html</p> <p>"The Virginia Plan." <i>Principles of Freedom.</i> Colonial Williamsburg. 29 September 2015  http://research.history.org/pf/documents/virginiaPlan.cfm</p> <p><i>Virginia Time Line, 1760-1776.</i> Colonial Williamsburg. 23 July 2008</p> <p><i>We the People.</i> Calabasas, CA: Center for Civic Education, 2007.</p> <p><i>The White House: The Judicial Branch.</i> 29 September 2015  http://www.whitehouse.gov/government/judg.html</p> <p><i>Written Document Analysis Worksheet.</i> National Archives and Records Administration. 29 September 2015  http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf</p> <p><u>Resources for Further Professional Knowledge</u> Bailyn, Bernard. <i>The Ideological Origins of the American Revolution.</i> Massachusetts: Belknap Press, 1992.</p> <p>Bailyn, Bernard. <i>The Origins of American Politics.</i> New York: Vintage Books, 1970.</p>


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
					<p>Foner, Eric and John Garrity, eds. <i>Reader's Companion to American History</i>. Boston: Houghton Mifflin, 1991.</p> <p>Lutz, Donald. <i>The Origins of American Constitutionalism</i>. Louisiana: Louisiana State University Press, 1988.</p> <p>Wood, Gordon. <i>The Radicalism of the American Revolution</i>. New York: Vintage Books, 1992.</p>
Unit 2: Challenges to an Emerging Nation (Week 7, 5 Weeks)	How successful were political and social leaders in solving domestic and international problems faced by the new nation?	<p>MI: GLCE: Social Studies</p> <p>8th Grade US History & Geography</p> <p>U4 USHG ERA 4 – Expansion and Reform (1792-1861)</p> <p>U4.1 Challenges to an Emerging Nation Analyze</p>	<ol style="list-style-type: none"> How did political and social leaders attempt to meet the domestic and foreign challenges facing the new government? How did competing ideas, experiences of political leaders, and fears of the Founders influence the development 	<ol style="list-style-type: none"> Compose an essay comparing the power and significance of the Supreme Court in 1800 to its power and significance in 1820. The essay should reference court cases to illustrate how the Marshall Court's decisions strengthened the power of the federal 	<p><u>Equipment/Manipulative</u></p> <p>Markers</p> <p>Overhead projector or document camera</p> <p>Poster board or butcher paper</p> <p><u>Student Resource</u></p> <p>Binder, Frederick M., and David M. Reimers. <i>The Way We Lived: Essays and Documents in American Social History</i>. Vol. 1: 1607-1877. Boston: Houghton Mifflin, 1988. 140-62.</p> <p><i>Constitutionality of the National Bank: Alexander Hamilton</i>. American Patriot Network. 30 September 2015  http://www.civil-liberties.com/cases/nat_bank2.html</p> <p><i>Constitutionality of the National Bank: Thomas Jefferson</i>. American Patriot Network. 30 September 2015  http://www.civil-liberties.com/cases/nat_bank1.html</p> <p><i>Establishing Precedents: Webisode 7</i>. Freedom A History of US. PBS. 30 September 2015  http://www.pbs.org/wnet/historyofus/web02/segment7.html</p> <p>"Farewell Address." <i>Farewell Address 1796</i>. Rediscovering George Washington. PBS.Org. Claremont Institute. 23 July 2008</p>










Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>the challenges the new government faced and the role of political and social leaders in meeting these challenges.</p> <p>Grade 8 8 – U4.1.1 Washington's Farewell – Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington's</p>	<p>ent of political parties?</p> <p>3. How did the decisions by the President and Congress and decisions of the Supreme Court help to define the authority of the national government?</p>	<p>government (8 – U4.1.4).</p>	<p>"Farewell Address." <i>Rediscovering George Washington</i>. PBS.Org. Claremont Institute. 2002. 23 July 2008</p> <p>Hakim, Joy. <i>The New Nation</i>. New York: Oxford Press, 1999. 24-29.</p> <p>Horizons. <i>United States History: Beginnings</i>. Orlando: Harcourt School Publishers, 2003. 374-379 (or other similar textbooks).</p> <p><i>Inaugural Addresses of the Presidents of the United States: George Washington to George W. Bush</i>. Bartleby.com. 30 September 2015  http://www.bartleby.com/124/</p> <p><i>McCulloch v. Maryland (1819): Background Summary and Questions</i>. Landmark Cases.Org. Supreme Court Historical Society and Street Law. 30 September 2015  http://www.landmarkcases.org/mcculloch/background1.html</p> <p><i>McCulloch v. Maryland (1819): Key Excerpts from the Opinion</i>. Landmarkcases.org. Supreme Court Historical Society and Street Law. 30 September 2015  http://www.landmarkcases.org/mcculloch/opinion.html</p> <p><i>President Elect</i>. Presidentelect.org. 6 Jan. 2005. 30 September 2015  http://presidentelect.org/index.html</p> <p>"Whiskey Rebellion." Social Studies for Kids. 30 September 2015  http://www.socialstudiesforkids.com/www/us/whiskeyrebelliondef.htm</p> <p>Teacher Resource Bergen, Paul, ed. "United States Historical Census Data Browser." 24 Mar. 1998. <i>University of Virginia Library</i>. 23 July 2008</p> <p>Blohm, Craig E. "Old Ironsides: America's Fighting Lady." <i>Cobblestone: The History Magazine for Young People</i>. Vol. 9. No. 1. Peterborough, NH: Cobblestone Publishing, 1988. 14-18.</p> <p>Cababe Louise D., et al. <i>U.S. History Book 1 – Beginnings to 1876</i>. Rocky River, OH: Center for Learning, 1997. 93-105.</p>








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		<p>s advice. (C4)</p> <p>8 – U4.1.2 Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (National Geography Standard 13, p. 161)</p>			<p>Davidson, James West, et al. <i>The American Nation: Teacher's Edition</i>. Upper Saddle River, NJ: Prentice Hall, 2000. 168-247, 660-70.</p> <p>"Effects of Taxes." MSN Encarta Online Encyclopedia. Microsoft. 2004. 23 July 2008</p> <p><i>The Evils of Necessity: A Time Line of the National Bank</i>. American Patriot Network. 30 September 2015  http://www.civil-liberties.com/cases/bank.html</p> <p>"Hamilton vs. Jefferson." <i>An Outline of American History (1994)</i>. From Revolution to Reconstruction. 20 Oct. 2004. 30 September 2015  http://odur.let.rug.nl/~usa/H/1994/ch4_p8.htm</p> <p><i>Historical Maps of the United States</i>. 10 Dec. 2001. General Libraries - The University of Texas at Austin. 23 July 2008</p> <p>Jefferson's West: Thomas Jefferson and the Lewis and Clark Expedition. Monticello. 30 September 2015  http://www.monticello.org/jefferson/lewisandclark</p> <p>Kane, Beth Irwin. "The Burning of Washington." <i>Cobblestone: The History Magazine for Young People</i>. Vol. 9. No. 1. Peterborough, NH: Cobblestone Publishing, 1988.</p> <p>Kimball, Virginia. "The Bright Promise." <i>Cobblestone: The History Magazine for Young People</i>. Vol. 2. No. 9. Peterborough, NH: Cobblestone Publishing, 1981. 18-23.</p> <p>LaFrance, Ruth M. "Dolly Madison Journal: Flight From Washington." <i>Cobblestone: The History Magazine for Young People</i>. Vol. 9. No. 1. Peterborough, NH: Cobblestone Publishing, 1988. 29-31.</p> <p>"Marbury v. Madison (1803)." <i>Landmark Cases</i>. Street Law and the Supreme Court Historical Society. 30 September 2015  http://www.landmarkcases.org/marbury/home.html</p>







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		<p>8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over</p> <ul style="list-style-type: none"> • relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition 			<p>Martel, Nancy B. "The Birth of 'The Star Spangled Banner.'" <i>Cobblestone: The History Magazine for Young People</i>. Vol. 9 No. 1. Peterborough, NH: Cobblestone Publishing, 1988. 32-33.</p> <p>"Michigan State Taxes." Bankrate.com. 26 Jan. 2005. 30 September 2015  http://www.bankrate.com/brm/itax/edit/state/profiles/state_tax_Mich.asp</p> <p><i>National Standards for History – Basic Education</i>. Los Angeles, CA: National Center for History in the School, 1996. 89-94.</p> <p>Netherton, Theresa. "Tecumseh." <i>Cobblestone: The History Magazine for Young People</i>. Vol. 9. No. 1. Peterborough, NH: Cobblestone Publishing, 1988. 12 -13.</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/</p> <p>Salmon, Priscilla. "Kids at Work." <i>Cobblestone: The History Magazine for Young People</i>. Vol. 2. No. 9. Peterborough, NH: Cobblestone Publishing, 1981. 40-41.</p> <p>Selinsky, Deloris. "The War Within A War." <i>Cobblestone: The History Magazine for Young People</i>. Vol. 9 No. 1. Peterborough, NH: Cobblestone Publishing, 1988. 6-10.</p> <p>"Thomas Jefferson vs. Alexander Hamilton: It Was No Party." <i>Freedom: A History of US. Teachers Guide</i>. Webisode 2, Segment 7. PBS. 30 September 2015  http://www.pbs.org/wnet/historyofus/teachers/pdfs/segment2-7.pdf</p> <p>The View from the Crow's Nest. "America at Work: The Industrial Revolution." <i>Cobblestone: The History Magazine for Young People</i>. Vol. 2. No. 9. Peterborough, NH: Cobblestone Publishing, 1981. 4-9.</p> <p><i>The Whiskey Rebellion</i>. Friendship Hill National Historic Site. National Park Service. 4 Jan. 2005. 23 July 2008</p> <p>Resources for Further Professional Knowledge Johnson, Paul E. <i>The Early American Republic, 1789-1829</i>. New York: Oxford University Press, 2006.</p>








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		<p>Acts) (C3)</p> <ul style="list-style-type: none"> • foreign relations (e.g., French Revolution, relations with Great Britain) (C3) • economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2) <p>8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and</p>			<p>Newmyer, R. Kent. <i>The Supreme Court under Marshall and Taney</i>. Illinois: Harlan Davidson, Inc., 2006.</p> <p>Sharp, James Roger. <i>American Politics in the Early Republic: The New Nation in Crisis</i>. London, England: Yale University Press, 1995.</p> <p>Slaughter, Thomas P. <i>The Whiskey Rebellion: Frontier Epilogue to the American Revolution..</i> New York: Oxford University Press, 1986.</p>











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		<p>the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCulloch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). (C3, E1.4, 2.2)</p> <p>Copyright © 2001-2015 State of Michigan</p>			
Unit 3: Regional and Economic Growth <i>(Week 12, 5 Weeks)</i>	How did people respond to the challenges presented by regional and economic	MI: GLCE: Social Studies 8th Grade US History & Geography	1. How did territorial, demographic, and economic growth affect regional differences in the nation?	1. Construct an evidentiary argument about the positive and negative consequences of territorial and economic	<p><u>Equipment/Manipulative</u></p> <p><u>Student Resource</u> <i>Andrew Jackson</i>. State Library of North Carolina. 23 July 2008</p> <p><i>Andrew Jackson</i>. From Revolution to Reconstruction. 30 September 2015  http://www.let.rug.nl/~usa/P/aj7/about/bio/jackxx.htm</p> <p>“The Conflicts Between Pioneers and Native Americans: Diary Two,” and “The Pioneer Fears of Native Americans: Diary Four,” “In the Words of a Native American: Diary Five.” <i>As the Wind Rocks the Wagon</i>. AIMS Multimedia.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
	<p>c growth?</p>	<p>U4 USHG ERA 4 – Expansion and Reform (1792-1861) U4.1 Challenges to an Emerging Nation Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.</p> <p>Grade 8 8 – U4.1.2 Establishing America's Place in the</p>	<p>2. How did the political, social, and economic consequences of westward expansion complicate national issues?</p> <p>3. How does historical evidence support the claim that the Age of Jackson was a period of contradictions?</p>	<p>expansion on the United States and its people. In the essay, include evidence about the treatment of American Indians, the institution of slavery, and the relations between free and slaveholding states.</p> <p>2. Construct a visual that depicts at least three causes of regional and economic growth in the United States. Use the visual in a presentation that explains how territorial, demographic, and</p>	<p>1993. United Streaming. 30 September 2015  http://www.unitedstreaming.com/</p> <p><i>End of the Oregon Trail.</i> End of the Oregon Trail Interpretive Center. 30 September 2015  http://www.endoftheoregontrail.org</p> <p><i>Gold Rush! - California's Untold Stories.</i> Oakland Museum of California. 30 September 2015  http://www.museumca.org/goldrush/</p> <p><i>The Gold Rush.</i> 23 July 2008  http://www.isu.edu/~trinmich/home.html</p> <p><i>Growth of a Nation Part I. Animated Atlas of American History.</i> 30 September 2015  http://www.animatedatlas.com/movie2.html</p> <p>"Introducing Andrew Jackson." <i>America's Era of Expansion and Reform, 1817-1860: America Under Andrew Jackson, 1829-1836: The Indian Removal Act, The Nullification Crisis, The Battle of the Alamo.</i> United Learning. 2003. 30 September 2015  http://www.unitedstreaming.com/</p> <p><i>Living History: Living During the Industrial Revolution.</i> United Learning. 2003. United Streaming. 30 September 2015  http://www.unitedstreaming.com/</p> <p>McCullagh, Declan. <i>Security Breach Laws Become States' Rights Issue.</i> C-net News. 23 July 2008</p> <p>"The Mexican War." <i>America's Era of Expansion and Reform, 1817-1860: America Under James Polk, Zachary Taylor, and Millard Fillmore, 1845-1852: The Mexican War, The Oregon Treaty of 1846, and the Compromise of 1850.</i> United Learning. 2001. United Streaming. 30 September 2015  http://www.unitedstreaming.com/</p> <p>"The Nullification Crisis." <i>America's Era of Expansion and Reform, 1817-1860: America Under Andrew Jackson, 1829-1836: The Indian Removal Act, The Nullification Crisis, The Battle of the Alamo.</i> United Learning. 2003. United Streaming. 30 September 2015  http://www.unitedstreaming.com/</p>

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		<p>World – Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (National Geography Standard 13, p. 161)</p> <p>U4.2 Regional and Economic Growth</p>		<p>economic expansion affected regional differences in the United States.</p>	<p>"The Oregon Trail and the American Dream." <i>Pioneer Spirit: Wagon Trails and the Oregon Trail</i>. Rainbow Educational Media. 2001.</p> <p>United Streaming. 30 September 2015  http://www.unitedstreaming.com/</p> <p>"The Removal Act of 1830," "The Trail of Tears," and "Westward Expansion." <i>Native America: Removal</i>. United Learning. 2000. United Streaming. 30 September 2015  http://www.unitedstreaming.com/</p> <p><i>Should Andrew Jackson be Removed from the Twenty Dollar Bill?</i> American Indian Studies Program. University of California, Riverside. 23 July 2008</p> <p><i>Supreme Court to Hear First of Several States' Rights Cases</i>. CNN.com. 23 July 2008</p> <p><i>Trail of Tears</i>. Native Americans. 23 July 2008</p> <p><i>The Trail of Tears</i>. About North Georgia. 30 September 2015  http://ngeorgia.com/history/nghisttt.html</p> <p><i>The Trail of Tears and the Forced Location of the Cherokee Nation</i>. National Park Service. Teaching with Historic Places Lesson Plans. 30 September 2015  http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/118trail/118trail.htm</p> <p>"Wagon Trails and the Oregon Trail: A Review." <i>Pioneer Spirit: Wagon Trails and the Oregon Trail</i>. Rainbow Educational Media. 2001.</p> <p>United Streaming. 30 September 2015  http://www.unitedstreaming.com/</p> <p>"Wagon Trains" Segment. <i>Pioneer Spirit: Wagon Trails and the Oregon Trail</i>. Rainbow Educational Media. 2001. United Streaming. 30 September 2015  http://streaming.discoveryeducation.com/search/assetDetail.cfm?quidAssetID=318039B2-BB4A-4631-B1E4-A32001A27A9B</p> <p>"Westward Movement and the Oregon Trail" Segment. <i>Pioneer Spirit: Wagon Trails and the Oregon Trail</i>. Rainbow Educational Media. 2001. United Streaming. 30 September 2015 </p>

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		<p>Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.</p> <p>8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast</p>			<p>http://streaming.discoveryeducation.com/search/assetDetail.cfm?guidAssetID=318039B2-BB4A-4631-B1E4-A32001A27A9B</p> <p><u>Teacher Resource</u> <i>America's Progress</i>. California State University, Bakersfield. 23 July 2008</p> <p><i>Boarding House Regulations</i>. 23 July 2008</p> <p><i>Building America's Industrial Revolution: The Boott Cotton Mills of Lowell, Massachusetts</i>. Teaching with Historic Places Lesson Plans. 23 July 2008</p> <p><i>Cherokee Nation v. Georgia</i>. Archives of the West. PBS. 30 September 2015  http://www.pbs.org/weta/thewest/resources/archives/two/cherokee.htm</p> <p><i>Cherokee Nation v. Georgia</i>. Touro Law Center. 23 July 2008</p> <p><i>Emigrants Guide</i>. Brigham Young University. 30 September 2015  http://contentdm.lib.byu.edu/cdm4/document.php?CISOROOT=/TrailGuides&CISOPTR=2977</p> <p><i>Excerpt from President Jefferson's Private Letter to William Henry Harrison</i>. Anti-Defamation League. 30 September 2015  http://www.adl.org/education/curriculum_connections/secondary_school_lesson_fall_2004.asp?cc_section=secondarylevelunit</p> <p><i>From the Autobiography of Harriet Robinson</i>. 30 September 2015  http://www.fordham.edu/halsall/mod/robinson-lowell.html</p> <p><i>How and Why Did America Expand Westward</i>. The Social Studies Help Center. 30 September 2015  http://www.socialstudieshelp.com/Lesson_32_Notes.htm</p> <p><i>Images of Lowell, Massachusetts</i>. Images 19 – 25 of powerpoint. 30 September 2015  http://ocw.mit.edu/ans7870/11/11.001j/f01/lectureimages/4/image19.html</p>




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		<p>and the South with respect to geography and climate and the development of</p> <ul style="list-style-type: none"> • agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in 			<p><i>Indian Treaty and the Removal Act of 1830</i>. U.S. Department of State for Youth. 30 September 2015  http://future.state.gov/when/timeline/1830/timeline/indian_treaties_and_the_removal_act_of_1830.html</p> <p><i>Journal of John Furmes Cobby</i>. Brigham Young University. 23 July 2008</p> <p><i>King Andrew the First</i>. 30 September 2015  http://www.archives.gov/exhibits/treasures_of_congress/Images/page_9/30a.html</p> <p>Lowell Mill Girls Webquest. Sun Associates. 23 July 2008  http://www.sun-associates.com/mercer/handouts/millgirls.html</p> <p><i>The Making of the United States: Westward Expansion</i>. Global Policy Forum. 23 July 2008</p> <p><i>Map of Lowell, 1845</i>. 23 July 2008</p> <p><i>Newspaper Editorials</i>. The Oregon Trail Interpretive Center. 30 September 2015  http://www.blm.gov/or/oregontrail/files/TBKS_opt.pdf</p> <p><i>The Nullifier's Reply</i>. America: A Narrative History. 23 July 2008</p> <p><i>Nullification</i>. Digital History. 23 July 2008</p> <p><i>Nullification Proclamation</i>. America: A Narrative History. 23 July 2008</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/</p> <p><i>Old Spanish Trail</i>. Museum Trail. San Luis Valley Museum Association. 30 September 2015  http://www.museumtrail.org/OldSpanishTrail.asp</p> <p>"Ordinance of Nullification." <i>Documents of American History</i>. Henry Steele Commager, ed., Appleton-Century-Crofts: New York, 1949, 261-262. 30 September 2015  http://www.adena.com/adena/usa/cw/cw207.htm</p>







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		<p>transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3)</p> <ul style="list-style-type: none"> immigration and the growth of nativism • race relations • class relations <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement</p>			<p><i>Oregon Trail Map</i>. The History Globe. 30 September 2015  http://www.historyglobe.com/ot/otmap1.htm</p> <p><i>Reminiscences of A.H. Garrison</i>. The End of the Oregon Trail Interpretive Center. 23 July 2008</p> <p><i>The Removal of the Cherokee Nation</i>. The History Project, University of California at Davis. 23 July 2008</p> <p><i>Santa Fe Trail Map</i>. Social Studies for Kids. 30 September 2015  http://www.socialstudiesforkids.com/graphics/santafetrailmaplarge.jpg</p> <p><i>Sweet Betsy From Pike</i>. PBS. 30 September 2015  http://www.pbs.org/wnet/frontierhouse/resources/pdf/SWEETBETSY.pdf</p> <p><i>Tally of Electoral Votes</i>. American Originals. 30 September 2015  http://www.archives.gov/exhibits/american_originals/tally.html</p> <p><i>Trail of Tears Map</i>. Teaching American History Grant. Millard Public Schools. 30 September 2015  http://www.tahg.org/module_display.php?mod_id=24&review=yes</p> <p><i>Trail of Tears Map</i>. 30 September 2015  http://www.rootsweb.com/~tnmcm2/trail_of_tears_map.jpg</p> <p><i>U.S. Territorial Maps</i>. University of Virginia. 30 September 2015  http://xroads.virginia.edu/~MAP/terr_hp.html</p> <p><i>Viewpoints on the Mexican War</i>. Pinzler, Andrew. Fieldston School. 30 September 2015  http://www.pinzler.com/ushistory/viewmexwarsupp.html</p> <p><i>Westward the Course of Empire</i>. Wikipedia. 30 September 2015  http://en.wikipedia.org/wiki/Image:Westward_the_Course_of_Empire.jpg</p> <p><i>William Swain letter</i>. PBS. 30 September 2015  http://www.pbs.org/weta/thewest/resources/archives/three/swain1.htm</p>

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		<p>of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)</p> <p>8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences</p>			<p><i>Worcester v. Georgia</i>. U.S. Supreme Court Multimedia. 23 July 2008</p> <p><u>Resources for Further Professional Knowledge</u> Berlin, Ira. <i>Generations of Captivity: A History of African-American Slaves</i>. Massachusetts: Belknap Press, 2004.</p> <p>Freehling, William. <i>The Road to Disunion, Vol. I: Secessionists at Bay, 1776-1854</i>. New York: Oxford University Press, 1991.</p> <p>Kolchin, Peter, <i>American Slavery, 1619-1877</i>. New York: Hill and Wang, 1994.</p> <p>Morrison, Michael A. <i>Slavery and the American West: The Eclipse of Manifest Destiny</i>. North Carolina: The University of North Carolina Press, 1999.</p> <p>Watson, Harry L. <i>Liberty and Power, Updated Edition: The Politics of Jacksonian America</i>. New York: Hill and Wang, 2006.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>es of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) (National Geography Standard 13, p. 169)</p> <p>High School US History & Geography</p> <p>FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY: ERAS 1-5 F1 Political</p>			

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		<p>and Intellectual Transformations of America to 1877</p> <p>F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals</p> <ul style="list-style-type: none"> • Declaration of Independence • the U.S. Constitution (including the Preamble) • Bill of Rights • the 			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>Gettysburg Address</p> <ul style="list-style-type: none"> • 13th, 14th, and 15th Amendments <p>Copyright © 2001-2015 State of Michigan</p>			
Unit 4: Antebellum Reform Movements (Week 17, 5 Weeks)	<p>How did changes caused by economic and territorial growth and the actions of reformers lead to growing sectionalism?</p>	<p>MI: GLCE: Social Studies 8th Grade Discourse , Decisions, Ctn Inv Public Discourse , Decision Making, and Citizen Involvement (P3, P4) P3.1 Identifying and Analyzing</p>	<ol style="list-style-type: none"> 1. How successful were reformers of the mid-1800s in reducing the disparities between American ideals and reality? 2. How did religion and democratic ideals influence reform movements? 3. In what ways do current public 	<ol style="list-style-type: none"> 1. Write an evidentiary based argument on the success of the reform movements in changing American society. The essay should include evidence from at least two different antebellum reform movements and describe how a contemporary national public policy issue has 	<p><u>Equipment/Manipulative Computers</u></p> <p><u>Student Resource</u> <i>Ardent Spirits: The Origins of the American Temperance Movement.</i> The Journal of Multi-Media History. Vol. 2, 1999. Library Company of Philadelphia. 30 September 2015  http://www.albany.edu/jmmh/vol2no1/spirits.html</p> <p><i>Horace Mann.</i> University of Notre Dame. 30 September 2015  http://www.nd.edu/~rbarger/www7/mann.html</p> <p><i>Moral Reform, 1820-1860.</i> Digital History. 24 July 2008</p> <p><i>Pre-Civil War Reform Websites.</i> 24 July 2008</p> <p><i>Pre-Civil War Reform.</i> The Gilder Lehrman Institute. 24 July 2008</p> <p><i>Religion and Social Reform: Roots of Reform.</i> Digital History. 24 July 2008</p> <p><i>Second Great Awakening.</i> From Revolution to Reconstruction. 30 September 2015  http://www.let.rug.nl/~usa/H/1994/ch4_p13.htm</p> <p><i>Social Reform and the Problem of Crime in a Free Society.</i> Digital History. 24 July 2008</p> <p><i>The Struggle for Public Schools.</i> The Gilder Lehrman Institute. 24 July 2008</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement</p> <p>Grades 6-8</p> <p>8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.</p> <ul style="list-style-type: none"> • Identify a national public policy issue. • Clearly state the issue as a question of public policy orally or in written form. 	<p>issues have their roots in antebellum reform movements?</p>	<p>its roots in America's past.</p>	<p><i>The Struggle for Public Schools</i>. Digital History. 24 July 2008</p> <p>Kitredge, J. 1829 Speech. <i>Temperance</i>. Digital History. 30 September 2015  http://www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=71</p> <p><i>Motherhood, Social Service, and Political Reform: Political Culture and Imagery of American Women's Suffrage</i>. National Woman's History Museum. 24 July 2008</p> <p><i>Women's Rights</i>. Digital History. 24 July 2008</p> <p><u>Teacher Resource</u> <i>The African-American Mosaic Exhibition</i>. Library of Congress. 30 September 2015  http://www.locweb.loc.gov/exhibits/african/intro.html</p> <p><i>Anti-Slavery Timeline</i>. Digital History. 24 July 2008</p> <p>Hopkinson, Deborah. <i>Sweet Clara and the Freedom Quilt</i>. New York: Knopf Books, 2003.</p> <p><i>Inhumanity of Slavery</i>. Documenting the American South. NEH. 30 September 2015  http://docsouth.unc.edu/neh/douglass55/douglass55.html#p435</p> <p>McClellan, Jim R., Historical Moments: Changing Interpretations of America's Past. Vol. 1, 2nd ed. Dushkin/McGraw-Hill, 2000. 214-240, 286-299.</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/</p> <p><i>Poster</i>. American Memory Project. Library of Congress. 30 September 2015  http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe13/rbpe137/13700400/rbpe13700400.db&recNum=0</p> <p><i>Public Agenda</i>. 30 September 2015  http://www.publicagenda.org/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<ul style="list-style-type: none"> • Use inquiry methods to trace the origins of the issue and to acquire data about the issue. • Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue. • Identify and apply core democratic values or constitutional principles. • Share and discuss findings of research and issue analysis in 			<p><u>Resources for Further Professional Knowledge</u> Howe, Daniel Walker. <i>What Hath God Wrought: The Transformation of America, 1815-1848</i>. New York: Oxford University Press, 2007.</p> <p>McMillen, Sally. <i>Seneca Falls and the Origins of the Women's Rights Movement</i>. New York: Oxford University Press, 2008.</p> <p>Stewart, James Brewer. <i>Holy Warriors: The Abolitionists and American Slavery</i>. Rev. ed. New York: Hill and Wang, 1997.</p> <p>VanBurkleo, Sandra. <i>Belonging to the World: Women and American Constitutional Culture</i>. New York: Oxford University Press, 2001.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>group discussions and debates.</p> <ul style="list-style-type: none"> • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue <p>P4.2 Citizen Involvement Act constructively to further the public good.</p> <p>8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan</p>			






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p> <p>8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).</p> <p>US History & Geography</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>U4.3 Reform Movements</p> <p>Analyze the growth of antebellum American reform movements.</p> <p>8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)</p> <p>8 – U4.3.2 Describe the formation and development of the abolitionist movement</p>			





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2)</p> <p>(National Geography Standard 6, p. 154)</p> <p>8 – U4.3.3 Analyze the antebellum</p>			






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)</p> <p>8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2)</p> <p>8 – U4.3.5 Evaluate the role of religion in shaping antebellum</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		reform movements. (C2) Copyright © 2001-2015 State of Michigan			
Unit 5: The Coming of the Civil War (Week 22, 6 Weeks)	How did the Civil War reflect American society's move toward or away from its core ideal of freedom as found in the Declaration of Independence and the Constitution?	MI: GLCE: Social Studies 8th Grade US History & Geography U5 USHG ERA 5 – Civil War and Reconstruction (1850-1877) U5.1 The Coming of the Civil War Analyze and evaluate	<ol style="list-style-type: none"> How did slavery and abolitionism reflect issues involving majority rule and individual liberty? How did the reasons for secession reflect unresolved political, social, and economic tensions? How did questions of race manifest themselves in antebellum America? 	<ol style="list-style-type: none"> Create a timeline of at least eight significant events leading up to the Civil War. For each event on the timeline, write a narrative that explains each event and its significance in leading to the Civil War. Write an editorial taking a position on the question: "How did the reasons for 	<u>Equipment/Manipulative</u> Butcher paper Computer with Internet Markers Overhead projector <u>Student Resource</u> <i>4 Events Leading to the Civil War</i> . Pink Monkey.com. 30 September 2015 http://www.pinkmonkey.com/studyguides/subjects/american_his/chap5/a0505401.asp <i>Alabama Ordinance of Secession</i> . The Historical Text Archive. 30 September 2015 http://historicaltextarchive.com/sections.php?op=viewarticle&artid=170#Alabama <i>America's Review of Uncle Tom's Cabin</i> . Institute for Advanced Technology in the Humanities. University of Virginia. 30 September 2015 http://jefferson.village.virginia.edu/utc/reviews/rehp.html <i>Assignment Discovery: America at War: Charge and Defeat</i> . Discovery Channel School. 2004. United Streaming. 30 September 2015 http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=A60D45B4-F25F-42D1-AE66-4FC09685ACA9&tabStart=videoSegments (The first 13 segments on the Battle of Gettysburg).










Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</p> <p>8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)</p> <p>8 – U5.1.2 Describe the role of the Northwest Ordinance and its</p>		<p>secession reflect unresolved political, social, and economic tensions?" In the editorial, describe how at least two major issues debated at the Constitutional Convention help to explain the coming of the Civil War.</p> <p>3. Construct a graphic organizer that describes how questions of race manifested themselves in antebellum America by comparing the differences in the lives</p>	<p><i>Background Summary and Questions. Dred Scott v. Sandford (1857).</i> Landmark Supreme Court Cases. Street Law and the Supreme Court Historical Society. 30 September 2015  http://www.landmarkcases.org/dredscott/background2.html</p> <p>Beatty, Patricia. <i>Jayhawker</i>. New York: Harper Trophy, 1995.</p> <p><i>Bleeding Kansas.</i> Guided Reading from The Impending Crisis, 1850. The Gilder-Lehrman Institute of American History. 28 July 2008</p> <p><i>The Bonnie Blue Flag.</i> Digital Tradition Mirror. 30 September 2015  http://sniff.numachi.com/pages/tiBONBLUE;ttBONBLUE.html</p> <p>Butler, Cynthia. "Cyclone in Calico." <i>Cobblestone: The History Magazine for Young People</i>. Peterborough, NH: Cobblestone Publishers, April 1981: 12-17.</p> <p>Cababe, Louise D., et al. <i>U.S. History, Book 1: Beginnings to 1876</i>. Calabasas, CA: Center for Learning, 1997. 163-210.</p> <p><i>Causes of the Civil War.</i> 100% Educational Videos. 2003. United Streaming. 30 September 2015  http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=82155FFA-1425-4595-BEA8-10662FDF80CF</p> <p><i>The Causes of War.</i> United Learning. 1996. United Streaming. 30 September 2015  http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=3E59E95A-1DEE-4DC6-9AAF-268557EF6826</p> <p><i>The Compromise of 1850.</i> The Gilder Lehrman Institute of American History. 28 July 2008</p> <p><i>The Compromise of 1850 and the Fugitive Slave Act.</i> Africans in America. PBS. 30 September 2015  http://www.pbs.org/wgbh/aia/part4/4p2951.html</p> <p><i>Confederate States of America. Declaration of the Causes which Impel the State of Texas to Secede from the Federal Union.</i> Avalon Project. Yale Law</p>



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (National Geography Standard 12, p. 167)</p> <p>8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)</p> <p>8 – U5.1.4 Describe how the following increased sectional tensions</p> <ul style="list-style-type: none"> • the 		<p>of free blacks with the lives of free whites and enslaved peoples.</p> <p>4. Create a political cartoon depicting the views of Calhoun, Webster, and Clay on the nature of the union. The cartoon should include reference to ideas of sectionalism, federalism, and states rights.</p>	<p>School. 30 September 2015  http://www.yale.edu/lawweb/avalon/csa/texsec.htm</p> <p><i>Confederate States of America. Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union.</i></p> <p>Avalon Project. Yale Law School. 30 September 2015  http://www.yale.edu/lawweb/avalon/csa/scarsec.htm</p> <p><i>Confederate States of America Documents.</i> Avalon Project. Yale Law School. 2003. 30 September 2015  http://www.yale.edu/lawweb/avalon/csa/csapage.htm</p> <p><i>Confederate States of America. Georgia Secession.</i> Avalon Project. Yale Law School. 1996. 30 September 2015  http://www.yale.edu/lawweb/avalon/csa/geosec.htm</p> <p><i>Confederate States of America. Mississippi Secession.</i> Avalon Project at Yale Law School. 1996. 30 September 2015  http://www.yale.edu/lawweb/avalon/csa/missec.htm</p> <p>Davidson, James West, and Michael B. Stoff. <i>The American Nation</i>. Upper Saddle River, NJ: Prentice Hall, Inc., 2003. 460-472.</p> <p>Davidson, James West, Pedro Castillo, and Michael B. Stoff. <i>The American Nation</i>. Upper Saddle River, NJ: Prentice Hall, Inc., 2003. 406-427, 458-481, 484-510.</p> <p><i>Dred Scott v. Sandford (1857).</i> Background Summary and Questions. Landmark Supreme Court Cases. Street Law and the Supreme Court Historical Society. 30 September 2015  http://www.landmarkcases.org/dredscott/background2.html</p> <p><i>The Dred Scott Case.</i> Secession Era Editorials Project. Furman University. 28 July 2008</p> <p><i>The Dred Scott Decision.</i> Our Federal Government: The Supreme Court. Rainbow Educational Media. 2004. United Streaming. 30 September 2015 </p>








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>Missouri Compromise (1820)</p> <ul style="list-style-type: none"> • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (National 			<p>http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=1922EE50-C0AE-499F-BAEB-79FE519311CF&tabStart=videoSegments</p> <p><i>Dred Scott: Introduction</i> African American History. 30 September 2015  http://www.watson.org/~lisa/blackhistory/scott/index.html</p> <p>“Events Leading to the Civil War: A Civil War Timeline.” The Civil War Homepage. 30 September 2015  http://www.civil-war.net/pages/timeline.asp</p> <p><i>Flashpoint. Online Exhibits, Willing to Die for Freedom.</i> Kansas State Historical Society. 30 September 2015  http://www.kshs.org/exhibits/territorial/territorial2.htm</p> <p><i>Fugitive Slave Act 1850.</i> U-S-History.com. 28 July 2008</p> <p><i>Fugitive Slave Bill of 1850.</i> The Underground Railroad. University of California. 28 July 2008</p> <p><i>The Gadsden Purchase and the Kansas-Nebraska Act.</i> America's Era of Expansion and Reform, 1817-1860: America Under Franklin Pierce and James Buchanan, 1853-1860: The Kansas-Nebraska Act, the Utopian Movements, the Dred Scott Decision, and the Election of Lincoln. United Learning. 2003. 30 September 2015  http://www.unitedstreaming.com/</p> <p>Hamilton, Virginia. <i>Anthony Burns.</i> New York: Laurel Leaf Press, 1993.</p> <p><i>The Important Decision of the Supreme Court of the United States on the Slavery Issue.</i> Secession Era Editorials Project. Furman University. 28 July 2008 (Article from Cincinnati, Ohio. <i>Daily Enquirer.</i> 8 March 1857).</p> <p><i>The Issue must be met.</i> Secession Era Editorials Project. Furman University. 28 July 2008 (Article from Milledgeville, Georgia, <i>Federal Union</i>, 31 March 1857).</p> <p><i>James Buchanan and the Dred Scott Decision, 1857.</i> America Under Franklin Pierce and James Buchanan, 1853-1860: The Kansas-Nebraska Act, the Utopian Movements, the Dred Scott Decision, and the Election of Lincoln.</p>









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		<p>Geography Standard 13, p. 169)</p> <p>8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)</p> <p>8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the</p>			<p>United Learning. 2003. United Streaming. 30 September 2015  http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=D1045E8C-7D88-4EE6-A1D2-13DF2EBEAFF7&tabStart=videoSegments</p> <p><i>The Kansas-Nebraska Act.</i> The Gilder Lehrman Institute of American History. 28 July 2008</p> <p><i>The Kansas-Nebraska Act.</i> The Causes of War. United Streaming. 30 September 2015  http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=826A518E-0AA1-4C84-B946-D790B88282F3</p> <p><i>Lincoln Wins the Republican Nomination in 1860.</i> Great American History. 30 September 2015  http://www.greatamericanhistory.net/nomination.htm</p> <p><i>Map of the Presidential Election of 1860.</i> 28 July 2008</p> <p><i>Map Showing Distribution of Slaves.</i> 28 July 2008</p> <p>McClellan, Jim R. <i>Historical Moments: Changing Interpretations of America's Past.</i> Vol. 1. 2d ed. Blacklick, OH: Dushkin/McGraw-Hill, Inc., 2000. 347, 349.</p> <p><i>The Missouri Compromise.</i> America's Era of Expansion and Reform, 1817-1860: America Under James Monroe and John Quincy Adams, 1817-1828: The Monroe Doctrine and the Missouri Compromise. United Learning. 2003. 30 September 2015  http://www.unitedstreaming.com/</p> <p><i>Mitchell's New Traveller's Guide Through The United States, Showing the Rail Roads, Canals, Stage Roads With Distances From Place To Place.</i> 28 July 2008</p> <p><i>Mitchell's Travellers Guide Through The United States. A Map of the Roads, Distances, Steam Boat & Canal Routes."</i> 28 July 2008  http://www.philaprintshop.com/images/mitchus41.jpg</p>

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		<p>distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War (C2).</p> <p>U5.2 Civil War</p> <p>Evaluate the multiple causes, key events, and complex consequences of the Civil War.</p> <p>8 – U5.2.1 Explain the reasons (political, economic, and social)</p>			<p><i>Nystrom Atlas of United States History</i>. Chicago: Nystrom Jerff Jones Education Division, 2004.</p> <p><i>Online Exhibits, Willing to Die For Freedom</i>. Kansas State Historical Society. 30 September 2015  http://www.kshs.org/exhibits/territorial/territorial1.htm</p> <p><i>Opinions of the Supreme Court in the Dred Scott Case</i>. Secession Era Editorials Project. Furman University. 30 September 2015  http://history.furman.edu/~benenson/docs/nyajids57309a.htm (Article from Albany, New York. <i>Evening Journal</i>. 9 March 1857).</p> <p><i>The Past and the Future</i>. Secession Era Editorials Project. 30 September 2015  http://history.furman.edu/~benenson/docs/sccmds57317a.htm (Article from Charleston, South Carolina, <i>Mercury</i>. 13 March 1857).</p> <p><i>The Presidency of Millard Fillmore and the Compromise of 1850</i>. America's Era of Expansion and Reform, 1817-1860: America Under James Polk, Zachary Taylor, and Millard Fillmore, 1845-1852: The Mexican War, The Oregon Treaty of 1846, and the Compromise of 1850. United Learning. 2003. 30 September 2015  http://www.unitedstreaming.com/</p> <p>Rand McNally Atlas of American History. Skokie, IL: Rand McNally & Co., 1999.</p> <p><i>Reynolds' 1856 Political Map of the United States</i>. Library of Congress. 30 September 2015  http://www.loc.gov/exhibits/odyssey/archive/03/0320001r.jpg</p> <p>Sodaro, Craig. "Freedom Train." <i>Readings in Social Studies: America in Progress</i>. Upper Saddle River, NJ: Prentice Hall, Inc., 2003. 147-160. (Also in Plays, <i>The Drama Magazine for Young People</i>. Vol. 51, No. 4. Jan./Feb., 1992. 61-69.).</p> <p><i>Timeline</i>. Civil War at Smithsonian. 30 September 2015  http://www.civilwar.si.edu/timeline.html</p>




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		<p>why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2)</p> <p>(National Geography Standard 6, p. 154)</p> <p>Copyright © 2001-2015 State of Michigan</p>			<p><i>Trace Dred Scott's Travel on a Map.</i> Dred Scott v. Sanford (1857). Street Law and the Supreme Court Historical Society. 30 September 2015  http://www.landmarkcases.org/dredscott/trace.html</p> <p><u>Teacher Resource</u> <i>Admit Me Free Flag.</i> Cool Things. Kansas State Historical Society. 30 September 2015  http://www.kshs.org/cool3/admitmeflag.htm</p> <p>African American Perspectives: Pamphlets from the Daniel A.P. Murray Collection, 1818-1907. <i>American Memory Project.</i> Library of Congress. 30 September 2015  http://memory.loc.gov/ammem/aap/aaphome.html</p> <p><i>The African-American Mosaic Exhibition.</i> Library of Congress. 30 September 2015  http://www.lcweb.loc.gov/exhibits/african/intro.html</p> <p>Ayers, Edward L., Anne S. Rubin, and William G. Thomas. <i>Valley of the Shadow.</i> 2001. University of Virginia. 30 September 2015  http://valley.vcdh.virginia.edu/ <i>Background Summary and Questions. Reading Level 1. Dred Scott v. Sanford (1857).</i> Street Law and the Supreme Court Historical Society. 30 September 2015  http://www.landmarkcases.org/dredscott/background1.html</p> <p><i>Background Summary and Questions. Reading Level 2. Dred Scott v. Sanford (1857).</i> Street Law and the Supreme Court Historical Society. 28 July 2008  http://www.landmarkcases.org/dredscott/background2.html</p> <p><i>Background Summary and Questions. Reading Level 3. Dred Scott v. Sanford (1857).</i> Street Law and the Supreme Court Historical Society. 30 September 2015  http://www.landmarkcases.org/dredscott/background3.html</p> <p><i>Buffum Tombstone.</i> Online Exhibits, Willing to Die For Freedom. Kansas State Historical Society. 30 September 2015  http://www.kshs.org/exhibits/territorial/territorial1.htm</p> <p><i>The Causes.</i> The American Civil War. 16 February 2004. 28 July 2008</p>










Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
					<p><i>Civil War Causes, Timelines, Flags, and Map.</i> Teacheroz.com. 30 September 2015  http://www.teacheroz.com/Civil_War_Causes.htm</p> <p><i>The Civil War Home Page.</i> CivilWar.net. 30 September 2015  http://www.civil-war.net/</p> <p><i>The Compromise of 1850.</i> From Revolution to Reconstruction: An Outline of American History. 30 September 2015  http://odur.let.rug.nl/~usa/H/1994/ch6_p6.htm</p> <p><i>Compromise of 1850 Map.</i> The American Experience. PBS/WGBH. 30 September 2015  http://www.pbs.org/wgbh/amex/lincolns/politics/es_shift.html#</p> <p><i>Constitution of the Confederate States of America.</i> University of Tennessee. 28 July 2008</p> <p><i>Declaration of Causing of Seceding State.</i> University of Tennessee. 28 July 2008</p> <p><i>Free Blacks in the Antebellum Period.</i> African American Odyssey. Library of Congress. 2004. 30 September 2015  http://memory.loc.gov/ammem/aahtml/exhibit/aopart2.html</p> <p><i>From Slavery to Freedom: The African American Pamphlet Collection Highlights: Abolition and Slavery.</i> Library of Congress. 30 September 2015  http://memory.loc.gov/ammem/aaphtml/aapcpres02.html</p> <p><i>From Slavery to Freedom: The African American Pamphlet Collection Highlights: Politics and Government.</i> Library of Congress. 30 September 2015  http://memory.loc.gov/ammem/aaphtml/aapcpres03.html</p> <p>Ham, Debra Newman. <i>Te African American Odyssey.</i> Library of Congress. 30 September 2015  http://www.loc.gov/loc/lcib/9802/aao.html</p>









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
					<p><i>Kansas Emigrant Song</i>. Territorial Kansas Online. 30 September 2015  http://www.territorialkansasonline.org/cgiwrap/imlskto/index.php?SCREEN=view_image&document_id=100168&file_name=h000403</p> <p><i>The Kansas-Nebraska Act</i>. The Avalon Project. Yale Law School. 30 September 2015  http://www.yale.edu/lawweb/avalon/kanneb.htm</p> <p><i>The Kansas-Nebraska Act and the Emergence of the Republican Party</i>. Teaching American History. Millard Public Schools. 30 September 2015  http://www.tahg.org/module_display.php?mod_id=119&review=yes</p> <p><i>Key Excerpts from the Majority Opinion. Dred Scott v. Sanford (1857)</i>. Street Law and the Supreme Court Historical Society. 30 September 2015  http://www.landmarkcases.org/dredscott/majority.html</p> <p>McClellan, Jim R. <i>Historical Moments: Changing Interpretations of America's Past, Vol. 1</i>. 2d ed. Blacklick, OH: Dushkin/McGraw-Hill, Inc., 2000. 318-400.</p> <p><i>Nullification Crisis</i>. U-S History.com. 28 July 2008</p> <p>O'Reilly, Kevin. <i>Book 2: Critical Thinking in the United States History Series: New Republic to Civil War</i>. Teacher's Guide. Pacific Grove, CA: Critical Thinking Press & Software, 1993. 113-117.</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/</p> <p><i>Pre-War and Secession</i>. American History. About.com. 28 July 2008</p> <p><i>R.H. Wilson Letter</i>. E Pluribus Unum. Assumption College. 30 September 2015  http://www.assumption.edu/ahc/Kansas/</p> <p><i>Secession Era Editorials Project</i>. Furman University, Department of History. 30 September 2015  http://history.furman.edu/editorials/see.py</p> <p>Sectional Conflict. United States Department of State. International Information. 28 July 2008</p>










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					<p><i>Southern Flag</i>. Cool Things. Kansas State Historical Society. 30 September 2015  http://www.kshs.org/cool3/southernrightsflag.htm</p> <p><i>Territorial Timeline</i>. Online Exhibits, <i>Willing to Die For Freedom</i>. Kansas State Historical Society. 30 September 2015  http://www.kshs.org/exhibits/territorial/timeline.htm</p> <p><i>Thomas Jefferson to Senator John Holmes</i>. April 22, 1820. Library of Congress. 30 September 2015  http://www.loc.gov/exhibits/jefferson/159.html</p> <p><i>Trace Dred Scott's Travel on a Map</i>. <i>Dred Scott v. Sandford (1857)</i>. Street Law and the Supreme Court Historical Society. 30 September 2015  http://www.landmarkcases.org/dredscott/trace.html</p> <p><i>Transcript of Missouri Compromise (1820)</i>. National Archives and Records Administration. 30 September 2015  http://www.ourdocuments.gov/doc.php?flash=true&doc=22&page=transcript</p> <p><i>The Valley of the Shadow: The First Wave of Secession</i>. 2001. University of Virginia. 30 September 2015  http://jefferson.village.virginia.edu/vshadow2/outlines/secession.html</p> <p><i>The Valley of the Shadow: Two Communities in the American Civil War</i>. 2001. University of Virginia. 30 September 2015  http://jefferson.village.Virginia.EDU/vshadow2/contents.html</p> <p><i>The Wilmot Proviso, 1846</i>. Mount Holyoke College. 30 September 2015  http://www.mtholyoke.edu/acad/intrel/wilmot.htm</p> <p>Resources for Further Professional Knowledge Freehling, William. <i>The Road to Disunion, Vol.2: Secessionists Triumphant, 1854-1861</i>. New York: Oxford University Press, 2007.</p> <p>Holt, Michael F. <i>The Fate of Their Country: Politicians, Slavery Extension, and the Coming of the Civil War</i>. New York: Hill and Wang, 2004.</p>



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
					<p>Levine, Bruce. <i>Half Slave, Half Free: The Roots of the Civil War</i>. Rev. ed. New York: Hill and Wang, 2005.</p> <p>Richards, Leonard, <i>Slave Power: The Free North and Southern Domination, 1780-1860</i>. Baton Rouge: Louisiana State University Press, 2000.</p>
Unit 6: The Civil War (Week 28, 3 Weeks)	Why is the Civil War era considered a pivotal chapter in American history?	MI: GLCE: Social Studies 8th Grade US History & Geography U5.2 Civil War Evaluate the multiple causes, key events, and complex consequences of the Civil War.	<ol style="list-style-type: none"> How did the Civil War affect Americans and American society? How and why did the North win the Civil War? How did Lincoln's presidency 	<ol style="list-style-type: none"> After reading historical biographies or primary sources, explain in writing how several events from the Civil War era affected the 	<p><u>Equipment/Manipulative</u> Computer with Internet access</p> <p><u>Student Resource</u> <i>A Nation Divided: The U.S. Civil War, 1861-1865</i>. The History Place. 30 September 2015 www.historyplace.com/civilwar/</p> <p><i>A Nurse's View of Battle</i>. About.com. 30 September 2015 http://womenshistory.about.com/library/etext/bl_bullrun_001a.htm</p> <p><i>American History, Civil War Battles</i>. About.com. 7 August 2008 <i>Assignment Discovery: America at War: Charge and Defeat</i>. Discovery Channel School. 2004.</p> <p>United Streaming. 30 September 2015 http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=A60D45B4-F25F-42D1-AE66-4FC09685ACA9&tabStart=videoSegments(The first 13 segments on the Battle of Gettysburg).</p> <p><i>The Bonnie Blue Flag</i>. Digital Tradition Mirror. 30 September 2015 http://sniff.numachi.com/pages/tiBONBLUE;ttBONBLUE.html <i>Civil War.com</i>. 30 September 2015 www.civilwar.com <i>Civil War Letters: A Michigan Connection</i>. Oakland University. 7 August 2008</p> <p><i>Civil War Women: Primary Sources on the Internet</i>. Sallie Bingham Center. Duke University Libraries. 30 September 2015 http://library.duke.edu/specialcollections/bingham/guides/cwdocs.html Fleischman, Paul. <i>Bull Run</i>. N.Y: Harper Trophy, 1995.</p>








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		<p>8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the</p> <ul style="list-style-type: none"> critical events and battles in the war the political and military leadership of the North and South the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (National Geography Standard 15, p. 173) <p>8 – U5.2.3 Examine</p>	<p>y affect the nation and its people?</p>	<p>lives of at least three of the following: Freed African Americans, enslaved African Americans, northern merchants, southern farmers, Union or Confederate</p>	<p>Hamilton, Virginia. <i>Anthony Burns</i>. New York: Laurel Leaf Press, 1993.</p> <p><i>How Lincoln Won the 1860 Republican Nomination</i>. Great American History. 30 September 2015  http://www.greatamericanhistory.net/nomination.htm</p> <p>Linford, Lloyd. "When General Grant Lost His Cool." <i>Cobblestone: The History Magazine for Young People</i>. Peterborough, NH: Cobblestone Publishers, April 1981: 30-31.</p> <p><i>Map of the Presidential Election of 1860</i>. 29 February 2008</p> <p><i>Map Showing Distribution of Slaves</i>. 30 September 2015  http://tinyurl.com/2f2pycl</p> <p>McClellan, Jim R. <i>Historical Moments: Changing Interpretations of America's Past</i>. Vol. 1. 2d ed. Blacklick, OH: Dushkin/McGraw-Hill, Inc., 2000. 347, 349.</p> <p><i>Michigan Women in the Civil War</i>. Michigan Teacher. The Historical Society of Michigan. 29 February 2008</p> <p><i>Mitchell's New Traveller's Guide Through The United States, Showing the Rail Roads, Canals, Stage Roads and with Distances From Place To Place</i>. 7 August 2008</p> <p><i>Mitchell's Traveller's Guide Through The United States. A Map of the Roads, Distances, Steam Boat & Canal Routes &c</i>. 7 August 2008</p> <p><i>Nystrom Atlas of United States History</i>. Chicago: Nystrom Jerff Jones Education Division, 2004.</p> <p><i>Official Records of the War of The Rebellion</i>. Shotgun's Home of the Civil War. 30 September 2015  http://www.civilwarhome.com/records.htm</p> <p>O'Reilly, Kevin. <i>Book 2: Critical Thinking in United States History Series: New Republic to Civil War</i>. Pacific Grove, CA: Critical Thinking Press & Software, 1993. 149-154, 158-176, 183-187.</p> <p>Polacco, Patricia. <i>Pink and Say</i>. New York: Philomel, 1993.</p> <p><i>Rand McNally Atlas of American History</i>. Skokie, IL: Rand McNally & Co., 1999.</p>









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		<p>Abraham Lincoln's presidency with respect to</p> <ul style="list-style-type: none"> • his military and political leadership • the evolution of his emancipation policy (including the Emancipation Proclamation) • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2) <p>8 – U5.2.4 Describe the role of African</p>		<p>ate soldiers, women, and children.</p> <p>2. Create a propaganda poster for the war from the perspective of one side. The poster should include at least three of the following reasons that side</p>	<p><i>Reply to the Bonnie Blue Flag</i>. Public Domain Music. 30 September 2015  http://www.pdmusic.org/civilwar2/62rttbbf.txt</p> <p><i>Sarah Edmonds: The Role of Women in the Civil War</i>. National Park Service. 30 September 2015  http://nps-vip.net/history/museum/women/women.htm</p> <p><i>Sullivan Ballou Letter</i>. The Civil War Home Page. 30 September 2015  http://www.civil-war.net/pages/sullivan_ballou.asp</p> <p><i>Timeline</i>. Civil War at Smithsonian. 30 September 2015  http://www.civilwar.si.edu/timeline.html</p> <p><i>Timeline of the Civil War, 1861</i>. Library of Congress. American Memory Project. 30 September 2015  http://memory.loc.gov/ammem/cwphtml/tl1861.html</p> <p><i>Timeline of the Civil War, 1862</i>. Library of Congress. American Memory Project. 30 September 2015  http://memory.loc.gov/ammem/cwphtml/tl1862.html</p> <p><i>Timeline of the Civil War, 1863</i>. Library of Congress. American Memory Project. 30 September 2015  http://memory.loc.gov/ammem/cwphtml/tl1863.html</p> <p><i>Timeline of the Civil War, 1864</i>. Library of Congress. American Memory Project. 30 September 2015  http://memory.loc.gov/ammem/cwphtml/tl1864.html</p> <p><i>Timeline of the Civil War, 1865</i>. Library of Congress. American Memory Project. 30 September 2015  http://memory.loc.gov/ammem/cwphtml/tl1865.html</p> <p><i>United States Civil War</i>. 30 September 2015 www.us-civilwar.com</p> <p>Whitelaw, Nancy. "Rose Greenhow and Aunt Sally." <i>Cobblestone: The History Magazine for Young People</i>. Peterborough, NH: Cobblestone Publishers, April 1981: 18-23.</p>





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		<p>Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.</p> <p>8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (National Geography Standard 14, p.171)</p> <p>Copyright © 2001-2015 State of Michigan</p>		<p>will prevail: geographic, demographic, economic, technological, and/or leadership advantages.</p> <p>3. Create two political cartoons (one from the perspective of the North and one from the South)</p>	<p>Wilson, Captain Barbara A. <i>Women in the Civil War</i>. 30 September 2015  http://userpages.aug.com/captbarb/femvets2.html Teacher Resource</p> <p><i>1860 Census Data</i>. The Civil War Home Page. 30 September 2015  http://www.civil-war.net/pages/1860_census.html</p> <p><i>The Battle of Gettysburg, 1863</i>. EyeWitness to History. Ibis Communication. 30 September 2015  http://www.eyewitnesstohistory.com/gtburg.htm</p> <p><i>Battle of Vicksburg Maps and Information</i>. National Park Service. 7 August 2008</p> <p><i>Bruce Catton on the Emancipation Proclamation</i>. National Parks Service. 30 September 2015  http://www.nps.gov/anti/historyculture/catton.htm</p> <p><i>Bull Run Photograph</i>. Son of the South. 30 September 2015  http://www.sonofthesouth.net/leefoundation/bull-run/Union-Soldier.htm</p> <p><i>The Campaign for Vicksburg</i>. National Park Service. 7 August 2008</p> <p><i>Civil War Battle Summaries by State</i>. Heritage Preservation Society. National Park Service. 7 August 2008</p> <p><i>Civil War Battles Casualties & Statistics, Generals, Life of a Soldier, Prisoners, & Military</i>. Teaheroz.com. 7 August 2008  http://www.teaheroz.com/Civil_War_Battles.htm</p> <p><i>Civil War Data</i>. Digital History. 7 August 2008</p> <p><i>Civil War Quotations</i>. WikiQuote. 30 September 2015  http://en.wikiquote.org/wiki/Transwiki:American_History_Primary_Sources_The_Civil_War</p> <p><i>Civil War Sites on the Internet</i>. Civilwarhome.com. 30 September 2015  http://www.civilwarhome.com/cwsites.htm</p>

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				h) that characterizes Lincoln's presidency with respect to his military and political leadership. The cartoons should include a depiction of Lincoln's decision to issue the Emancipation	<p><i>Contemporary Reactions to the Gettysburg Address</i>. Cornell University Library. 30 September 2015  http://rmc.library.cornell.edu/gettysburg/ideas_more/reactions_p3.htm</p> <p><i>Drafts of the Gettysburg Address</i>. Library of Congress. 30 September 2015  http://www.loc.gov/exhibits/gadd/gadrft.html</p> <p><i>Emancipation Proclamation</i>. National Archives. 30 September 2015  http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/images/emancipation_01.jpg</p> <p><i>The Emancipation Proclamation – An Act of Justice</i>. Franklin, John Hope. National Archives. 30 September 2015  http://www.archives.gov/publications/prologue/1993/summer/emancipation-proclamation.html</p> <p><i>Excerpt from Mary Henry Diary</i>. Smithsonian Institute. 30 September 2015  http://siarchives.si.edu/history/exhibits/documents/mary.htm</p> <p><i>Interview with Soldier Williams</i>. American Memory Project. Library of Congress. 30 September 2015  http://tinyurl.com/29bpbkw</p> <p><i>Letter of J.W. Reid</i>. National Park Service. 30 September 2015  http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/12manassas/12facts2.htm</p> <p>The Historical New York Times Website. 7 August 2008 O'Reilly, Kevin. <i>Book 2: Critical Thinking in the United States History Series: New Republic to Civil War</i>. Pacific Grove, CA: Critical Thinking Press & Software, 1993. 118-120.</p> <p>"Emancipation Proclamation: The Southern Reaction." <i>Slavery and Emancipation</i>. 30 September 2015  http://civilwar.bluegrass.net/SlaveryAndEmancipation/emancipationproclamation2.html</p> <p>Oakland Schools Teaching Research Writing Website: Skills 30 September 2015 Progression & Lessons  http://www.osteachingresearchwriting.org/</p>

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				Proclamation or his speech at Gettysburg	<p><i>Strategic Situation Map</i>. Vicksburg. National Park Service. 7 August 2008</p> <p><u>Resources for Further Professional Knowledge</u> Foote, Shelby. <i>The Civil War: A Narrative</i>. (3 Vol. Set). London: Vintage Books, 1986.</p> <p>McPherson, James. <i>Battle Cry of Freedom: The Civil War Era</i>. New York: Oxford University Press, Inc., 2003.</p> <p>Paludan, Philip. <i>A People's Contest: The Union and Civil War 1861-1865</i>. Kansas: University Press of Kansas, 1996.</p> <p>Thomas, Emory. <i>The Confederate Nation</i>. New York: Harper Perennial, 1981.</p>
Unit 7: Reconstruction (Week 31, 4 Weeks)	Why was the Civil War and Reconstruction Era considered a critical period in American history?	<p>MI: GLCE: Social Studies 8th Grade US History & Geography</p> <p>U5.3 Reconstruction Using evidence, develop an argument regarding</p>	<ol style="list-style-type: none"> How did government reconstruction policies affect race relations? How did the Reconstruction era reflect 	<ol style="list-style-type: none"> Construct a chart describing the different Reconstruction policies proposed for Southern society. Create a 	<p><u>Equipment/Manipulative</u></p> <p><u>Student Resource</u> <i>Civil Rights During Reconstruction</i>. American Experience. PBS, WGBH. 30 September 2015  http://www.pbs.org/wgbh/amex/reconstruction/activism/sf_rights.html</p> <p><i>The Constitution</i>. U.S. House of Representatives. 6 August 2008</p> <p>Davidson, James West, and Michael B. Stoff. <i>The American Nation</i>. Upper Saddle River, NJ: Prentice Hall, Inc., 2003. 240-241, 531-532.</p> <p><i>Freedmen's Bureau of Augusta County Georgia</i>. Valley of the Shadow. 30 September 2015  http://valley.vcdh.virginia.edu/HIUS403/freedmen/introduction.html</p> <p><i>The Freedman's Bureau: Success or Failure</i>. UMBC Center for History Education. University of Maryland, Baltimore County. 6 August 2008</p> <p><i>Jim Crow Laws</i>. About.com. 6 August 2008</p> <p><i>Mississippi Black Code</i>. Pearson Longman. Pearson Education. 1995-2007. 6 August 2008</p>






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		<p>the character and consequences of Reconstruction.</p> <p>8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.</p> <p>8 – U5.3.2 Describe the early responses to the end of the Civil War by</p>	<p>America's movement toward and/or away from its core ideals found in the Declaration of Independence and Constitution?</p> <p>3. How did issues concerning the rule of law, limited government</p>	<p>poster display comparing the impact of Reconstruction on race relations in America and the consequences of removing Union troops on Americans.</p> <p>3. Write a persuasive essay on</p>	<p>The Historical New York Times. 6 August 2008</p> <p><i>Rebuilding the South After the War</i>. American Experience. WGBH, PBS. 30 September 2015  http://www.pbs.org/wgbh/amex/reconstruction/carpetbagger/sf_building.html</p> <p><i>Reconstruction</i>. Discovery Channel School. 2007. United Streaming. 30 September 2015  http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=25832F53-4D5F-44E9-AC38-C1CC5E0C4892</p> <p><i>Reconstruction Timeline</i>. American Experience. WGBH, PBS. 30 September 2015  http://www.pbs.org/wgbh/amex/reconstruction/states/sf_timeline.html</p> <p><i>Slave to Sharecropper</i>. American Experience. PBS, WGB. 30 September 2015  http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/sf_economy.html#e</p> <p><i>United States History: 1860-1900: The Civil War and Reconstruction</i>. AIMS Multimedia. 1996. United Streaming. 30 September 2015  http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=590E6853-AE15-4601-A5F3-DAAD8B4600DA</p> <p><u>Teacher Resource</u> <i>An Act to establish a Bureau for the Relief of Freedmen and Refugees</i>. University of Maryland. 30 September 2015  http://www.history.umd.edu/Freedmen/fbact.htm</p> <p><i>American Experience: Reconstruction: The Second Civil War</i> (DVD). 30 September 2015 Available for \$19.95 at  http://www.shoppbs.org/sm-pbs-american-experience-reconstruction-the-second-civil-war-vhs--pi-1451597.html (optional).</p> <p><i>America's Reconstruction: People and Politics After the Civil War</i>. Digital History. 6 August 2008</p>










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		<p>describing the</p> <ul style="list-style-type: none"> • policies of the Freedmen's Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5) <p>8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux</p>	<p>t, and individual rights affect Americans during the Reconstruction era?</p>	<p>whether the rule of law and limited government protected individual rights and served the common good during the Reconstruction era.</p> <p>4. Create a children's book that describes the 13th, 14th,</p>	<p>"Assessing Discussion of Public Issues: A Scoring Guide." In <i>Handbook on Teaching Social Issues</i>, edited by Ronald W. Evans and David Warren Saxe. Washington, D.C.: National Council for the Social Studies (1996). <i>Frederick Douglass on Reconstruction</i>. University of Virginia Electronic Library. 30 September 2015</p> <p><i>The Freedmen</i>. Library of Congress. American Memory Project. The Learning Page. 30 September 2015  http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/civilwar/freedmen/freedmen.html</p> <p><i>The Freedmen's Bureau</i>. Toward Racial Equality: Harper's Weekly Reports on Black America, 1857-1874. 30 September 2015  http://blackhistory.harperweek.com/4Reconstruction/ReconLevelOne.htm</p> <p><i>Freedmen's Bureau Online</i>. Christine's Genealogy Websites. 30 September 2015  http://www.freedmensbureau.com/</p> <p><i>Jim Crow Museum of Racist Memorabilia</i>. Ferris State University. 30 September 2015  http://www.ferris.edu/jimcrow/</p> <p><i>Nast Cartoon</i>. Social Studies Help. 2006. 30 September 2015  http://www.socialstudieshelp.com/Lesson_37_Notes.htm</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons 30 September 2015  http://www.osteachingresearchwriting.org/</p> <p><i>One Vote Less by Thomas Nast</i>. The Ku Klux Klan Hearings. Harpers Weekly. 30 September 2015  http://education.harperweek.com/KKKHearings/Illustration07.htm</p> <p><i>Reconstruction: The Second Civil War 1863-1866</i>. American Experience. WGBH, PBS. 30 September 2015  http://www.pbs.org/wgbh/amex/reconstruction/</p> <p><i>Richmond in Ruins</i>. Old Pictures. 6 August 2008</p>








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		<p>Klan. (C2, C5)</p> <p>8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p> <p>8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.</p> <p>High School US History & Geography FOUNDATIONS IN U.S. HISTORY AND GEOGRA</p>		<p>and 15th Amendments to the Constitution. The book should explain how the decisions to adopt these amendments support core democratic values and the American ideal of equality as state</p>	<p><i>Segregation Photographs</i>. The History of Jim Crow. 6 August 2008</p> <p><i>Segregation Signs</i>. About.com. 6 August 2008</p> <p><i>Thomas Nast Cartoon</i>. Harper's Weekly. 30 September 2015  http://www.impeach-andrewjohnson.com/ListOfCartoons/KickingFreedmensBureau.htm</p> <p><i>Thomas Nast Cartoon</i>. Georgetown College. 30 September 2015  http://spider.georgetowncollege.edu/HTALLANT/COURSES/his312/jcoleman/front.htm</p> <p><i>The War's Costs</i>. Digital History. 6 August 2008</p> <p><i>White Men Unite</i>. American Experience. PBS, WGBH. 30 September 2015  http://www.pbs.org/wgbh/amex/reconstruction/kkk/sf_klan.html</p> <p><i>Who Owns This Land?</i> Exploring US History. George Mason University. 30 September 2015  http://chnm.gmu.edu/exploring/19thcentury/whoownsthisland/assign_docs.php</p> <p>Resources for Further Professional Knowledge Foner, Eric. <i>Nothing But Freedom: Emancipation and Its Legacy</i>. Baton Rouge: Louisiana State University Press, 1983.</p> <p>---. <i>Reconstruction: America's Unfinished Revolution, 1863-1877</i>. New York: Harper & Row, 1988.</p> <p>---. <i>A Short History of Reconstruction, 1863-1877</i>. New York: Harper & Row, 1990.</p> <p>Hahn, Steven. <i>A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Depression</i>. Cambridge: Harvard University Press, 2005.</p>










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		<p>PHY: ERAS 1-5 F1 Political and Intellectual Transformations of America to 1877</p> <p>F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones , develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in</p>		<p>d in the Declaration of Independence.</p> <p>5. Use primary and secondary sources to analyze the Compromise of 1877 and its effect on Americans from three of the following perspectives: newly freed</p>	




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>prompting/s upporting the change by discussing</p> <ul style="list-style-type: none"> • the birth of republican government, including the rule of law, inalienable rights, equality, and limited government • the developmen t of government al roles in American life • and competing views of the responsibiliti es of government s (federal, state, and local) • changes in suffrage qualifi cations • the developmen t of political parties 		<p>slave s, north ern Afric an Amer icans , south ern white politi cal leade rs, south ern plant ation owne rs, and north ern Repu blica ns.</p>	

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<ul style="list-style-type: none"> America's political and economic role in the world Copyright © 2001-2015 State of Michigan			
Unit 8: America in Last Half of the 19th Century (Week 35, 3 Weeks)	How did the transformations occurring in 19th Century America influence and reflect the concepts of "freedom" and "equality" in the United States?	MI: GLCE: Social Studies 8th Grade US History & Geography U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES	1. How did the post-Reconstruction treatment of African Americans, American Indians, and immigrants reflect injustices withi		<u>Equipment/Manipulative</u> <u>Student Resource</u> <i>Building the Union Pacific</i> . From Wyoming Tales to Trails. 30 September 2015  http://www.wyomingtalesandtrails.com/sherman2.html <i>Jim Crow Laws</i> . About.com. 6 August 2008 <i>The Homestead Act</i> . Archives of the West. New Perspectives on the West. PBS/WETA. 30 September 2015  http://www.pbs.org/weta/thewest/resources/archives/five/homestd.htm <i>The Homestead Act: Creating Prosperity in America</i> . Legends of America. American History. 30 September 2015  http://www.legendsofamerica.com/AH-Homestead.html <i>Immigration: Native Americans</i> . Library of Congress. 30 September 2015  http://memory.loc.gov/learn/features/immig/native_american4.html <i>Indian Removal</i> . Teach US History.org. 30 September 2015  http://www.teachushistory.org/indian-removal/overview <i>Mineral Rights</i> . State of Michigan. Department of Environmental Quality. 6 August 2008

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>(1870-1930) Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898. U6.1 America in the Last Half of the 19th Century Analyze the major changes in communication, transportation, demography, and urban centers, including</p>	<p>n American society and challenge notions of freedom and equality?</p> <p>2. How did changes in demographics and global competition affect American society?</p> <p>3. How did geographic, economic</p>		<p><i>Teaching with Documents: The Homestead Act of 1862.</i> National Archives. 30 September 2015  http://www.archives.gov/education/lessons/homestead-act/</p> <p><u>Teacher Resource</u> <i>The Alexander Graham Bell Family Papers: Alexander Graham Bell as Inventor and Scientist.</i> American Memory Project. Library of Congress. 30 September 2015  http://memory.loc.gov/ammem/bellhtml/bellinvent.html</p> <p><i>The Alexander Graham Bell Family Papers: The Telephone and Multiple Telegraph.</i> American Memory Project. Library of Congress. 30 September 2015  http://memory.loc.gov/ammem/bellhtml/belltelph.html</p> <p><i>Building the Transcontinental Railroad.</i> Digital History. 6 August 2008</p> <p><i>City Life in the Late 19th Century. Rise of Industrial America.</i> The Learning Page. Library of Congress. 30 September 2015  http://memory.loc.gov/learn/features/timeline/riseind/city/city.html</p> <p>"Cleveland signs devastating Dawes Act into law." This Day in History. History.com. 6 August 2008</p> <p><i>Completing the Transcontinental Railroad, 1869. Driving the Golden Spike.</i> Eyewitness to History. Ibis Communications, Inc. 30 September 2015  http://www.eyewitnesstohistory.com/goldenspike.htm</p> <p>The Dawes Act. NebraskaStudies.org. 30 September 2015  http://www.nebraskastudies.org/0600/stories/0601_0200.html</p> <p>The Dawes Act. New Perspectives on the West. PBS/WETA. 30 September 2015  http://www.pbs.org/weta/thewest/resources/archives/eight/dawes.htm</p> <p>Dawes Act, 1887. 100 Milestone Documents. National Archives. 30 September 2015  http://www.ourdocuments.gov/doc.php?flash=true&doc=50</p> <p><i>Edison Sound Recordings.</i> American Memory Project. Library of Congress. 30 September 2015  http://memory.loc.gov/ammem/edhtml/edsndhm.html</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		the location and growth of cities linked by industry and trade, in last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th Century. This era will be addressed	omic, political, and social/cultural changes transform American society during the 19th Century?		<p>Edward S. Curtis's North American Indian Photographic Images. American Memory Project. Library of Congress. 30 September 2015  http://memory.loc.gov/ammem/award98/ienhtml/curthome.html</p> <p>Growth of a Nation. Animated Atlas.com. 30 September 2015  http://www.animatedatlas.com/movie.html</p> <p><i>I Hear the Locomotives: The Impact of the Transcontinental Railroad.</i> Edsitement. National Endowment for the Humanities. 30 September 2015  http://edsitement.neh.gov/view_lesson_plan.asp?id=253</p> <p>Industrial and Reform. The History of the United States. USA Online. 6 August 2008</p> <p>Interview Excerpts: All in a Day's Work: Industrial Lore. <i>American Memory Project</i>. Library of Congress. 30 September 2015  http://memory.loc.gov/ammem/wpaintro/indlore.html</p> <p>"Inventing Entertainment: The Motion Picture and Sound Recordings of the Edison Companies." American Memory Project. Library of Congress. 30 September 2015  http://memory.loc.gov/ammem/edhtml/edhome.html</p> <p>McClellan, Jim R. <i>Historical Moments: Changing Interpretations of America's Past</i>. Vol. II, 2nd ed. Blacklick, OH: Dushkin/McGraw Hill, Inc., 2000. 91-121, 155-188.</p> <p><i>Native American Voices: The Dawes Act</i>. Digital History. 6 August 2008</p> <p>The Nez Perce and the Dawes Act Lesson Plan. New Perspectives on the West. PBS/WETA. 30 September 2015  http://www.pbs.org/weta/thewest/lesson_plans/lesson03.htm</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons  http://www.osteachingresearchwriting.org/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>d in-depth and with greater intellectual sophistication in the high school United History and Geography content expectations.</p> <p>8 – 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</p> <ul style="list-style-type: none"> • territory, including the size of 			<p>Plessy v. Ferguson. Historical Documents. 30 September 2015  http://www.historicaldocuments.com/PlessyvFerguson.htm</p> <p>Plessy v. Ferguson. 100 Historic Documents. National Archives. 30 September 2015  http://www.ourdocuments.gov/doc.php?flash=true&doc=52</p> <p><i>Plessy v. Ferguson</i>. Landmark Cases.org. Street Law and the Supreme Court Historical Society. 30 September 2015  http://www.landmarkcases.org/plessy/home.html</p> <p><i>Port of Entry: Immigration Teacher Material</i>. Learning Page. American Memory Project. Library of Congress. 30 September 2015  http://memory.loc.gov/learn/features/port/teacher.html</p> <p><i>Property Rights on the Frontier., Book Reviews</i>. Economic History Services. 30 September 2015  http://eh.net/bookreviews/library/0883</p> <p><i>Railroad Maps, 1828-1900</i>. American Memory Project. Library of Congress. 30 September 2015  http://memory.loc.gov/ammem/gmdhtml/rrhtml/rrhome.html</p> <p>Riis, Jacob A. "How the Other Half Lives: Studies among the Tenements in New York." Hypertext Ed. David Phillips, ed. 13 Nov. 1995. <i>American Studies at Yale</i>. 30 September 2015  http://www.cis.yale.edu/amstud/inforev/riis/about.html</p> <p><i>Segregation Signs</i>. About.com. 6 August 2008</p> <p><i>Signs of Segregation Collection..</i> The History of Jim Crow. 6 August 2008</p> <p>Silva, Brett, and Peter Milbury. <i>Reservation Controversies: Then and Now</i>. American Memory Fellows Program. Library of Congress. 30 September 2015  http://memory.loc.gov/ammem/ndlpedu/lessons/97/reservation/teacher.html</p> <p>Transcontinental Railroad. The American Experience. PBS/WGBH. 30 September 2015  http://www.pbs.org/wgbh/amex/tcrr/</p>


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>the United States and land use</p> <ul style="list-style-type: none"> • population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) • systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) • governmental policies promoting economic development (e.g., tariffs, 			<p>Transcontinental Railroad. American Western History Museums. 30 September 2015  http://www.linecamp.com/museums/americanwest/western_clubs/transcontinental_railroad/transcontinental_railroad.html</p> <p><i>Transportation in America before 1876</i>. America on the Move. 6 August 2008</p> <p>Valenza, Joyce Kasman and Carl Atkinson. "Child Labor in America." <i>American Memory Fellows Program</i>. Library of Congress. 30 September 2015</p> <p><i>The Westinghouse World: The Companies, the People, and the Places</i>. American Memory Project. Library of Congress. 630 September 2015  http://memory.loc.gov/ammem/papr/west/westpres.html</p> <p>Welcome to African American History. 30 September 2015  http://www.watson.org/~lisa/blackhistory/index.html</p> <p><u>Resources for Further Professional Knowledge</u> Ayers, Edward L. <i>The Promise of the New South: Life after Reconstruction</i>, 15th anniversary ed., New York: Oxford University Press, 2007.</p> <p>Edwards, Rebecca. <i>New Spirits: Americans in the Gilded Age, 1865-1905</i>. New York: Oxford University Press, 2005.</p> <p>Hays, Samuel P. <i>The Response to Industrialism, 1885-1914</i>. 2nd ed. Chicago: University of Chicago Press, 1994.</p> <p>LaFeber, Walter. <i>The American Empire: An Interpretation of American Expansionism, 1860 – 1898</i>. New York: Cornell University Press, 1998.</p> <p>Lofgren, Charles. <i>The Plessy Case: A Legal-Historical Interpretation</i>. New York: Oxford University Press, 1987</p> <p>Michael McGerr, <i>A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920</i>. New York: Simon and Schuster, 2005.</p> <p>Nell Irvin Painter, <i>Standing at Armageddon: The United States, 1877-1919</i>. New York: WW Norton, Co., 1987.</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>banking, land grants and mineral rights, the Homestead Act) (E.2.2)</p> <ul style="list-style-type: none"> • economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2) • 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 			<p>Schlereth, Thomas J. <i>Victorian America: Transformations in Everyday Life, 1876-1915</i> (The Everyday Life in America Series, Vol. 4), New York: HarperCollins, 1991.</p>




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>African Americans</p> <ul style="list-style-type: none"> the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians <p>Copyright © 2001-2015 State of Michigan</p>			





Social Studies K












Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
Unit 1: Who Am I? (Week 1, 9 Weeks)	Who am I and where do I live?	MI: GLCE: Social Studies Kindergarten History H2 Living and Working Together Use historical thinking to understand the past. K – H2.0.1 Distinguish among yesterday, today, tomorrow. K – H2.0.2 Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school). K – H2.0.3 Identify the beginning, middle, and end of historical narratives or stories. K – H2.0.4 Describe ways people learn about the past (e.g., photos,	1. How are children alike and different? 2. How can we learn about the past? 3. Why is it important to get along with others and be responsible?	change citizenship common good cooperation different diversity future geographic theme of place historical evidence history past present responsibility y same school sequence time timeline	<u>Equipment/Manipulative</u> Art Paper and Drawing Materials Such as Markers and Crayons Chart Paper and Markers Overhead Projector or Document Camera and Projector <u>Student Resource</u> Beaumont, Karen. <i>I Like Myself!</i> New York: Scholastic Inc., 2004. Burch, Regina. <i>Following the Rules: Learning about Respect.</i> Huntington Beach, CA: Creative Teaching Press, Inc., 2002. - - -. <i>Working Together: Learning about Cooperation and Citizenship.</i> Huntington Beach, CA: Creative Teaching Press, Inc., 2002. - - -. <i>Everyone is Special and Unique: Learning about Acceptance.</i> Huntington Beach, CA: Creative Teaching Press, Inc., 2002. - - -. <i>You Can Count on Me: Learning about Responsibility.</i> New York: Scholastic Inc., 2002. Carlson, Nancy. <i>ABC I Like Me!</i> New York: Puffin, 1999. - - -. <i>I Like Me!</i> New York: Puffin, 1990. <u>Clock Song.</u> CanTeach. 16 July 2015  http://www.canteach.ca/elementary/songspoems71.html Civardi, Anne. <i>Usborne First Experiences: Going to School.</i> Saffron Hill, London, England: Usborne Publishing Ltd., 2005. Creech, Sharon. <i>A Fine, Fine School.</i> New York: Scholastic Inc., 2001. Curtis, Jamie Lee. <i>When I Was Little.</i> New York: Harper Collins, 1993.




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>artifacts, diaries, stories, videos).</p> <p>Geography G2 Places and Regions Understand how regions are created from common physical and human characteristics.</p> <p>K – G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).</p> <p>Civics & Government C2 Values and Principles of American Democracy Understand values and principles of American constitutional democracy.</p> <p>K – C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to promote fairness,</p>			<p>Freeman, Don. <i>Corduroy</i>. New York: Scholastic Inc., 1968.</p> <p><i>The Friendship Song</i>. Kinderplans.com. 16 July 2015  http://www.kinderplans.com/admin/images/sharing.pdf</p> <p>Gainer, Cindy. <i>I'm Like You, You're Like Me: A Child's Book About Understanding and Celebrating Each Other</i>. Minneapolis:Free Spirit Publishing, 1998.</p> <p><i>Going to School is Your Job</i>. United Learning. 1998. Discovery Education. 16 July 2015  http://streaming.discoveryeducation.com/</p> <p>Henkes, Kevin. <i>Chrysanthemum</i>. New York: The Trumpet Club, 1991.</p> <p><i>Here in the Classroom</i>. Songs for Teachers. 2008. 16 July 2015  http://www.songs4teachers.com/classroom1.pdf</p> <p>I Can Be Responsible! (A Sunburst Title). Sunburst. 2000. Discovery Education. 22 July 2015  http://streaming.discoveryeducation.com/</p> <p>Johnston, Tony. <i>Off to Kindergarten</i>. New York: Cartwheel Books, 2007.</p> <p>Krauss, Ruth. <i>The Carrot Seed</i>. New York: Scholastic Inc., 1945.</p> <p><i>Long Ago, Yesterday, and Today</i>. 100% Educational Videos. 1999. Discovery Education. 22 July 2015  http://player.discoveryeducation.com/index.cfm?guidAssetId=2DF57695-104F-44AA-93B1-0A325DE09218&blnFromSearch=1&productcode=US</p> <p>The Magic School Bus: Shows and Tells. Scholastic. 1996. Discovery Education. 22 July 2015  http://streaming.discoveryeducation.com/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>ensure the common good, maintain safety).</p> <p>C5 Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p> <p>K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).</p> <p>Copyright © 2001-2015 State of Michigan</p>			<p>Martin, Elena. <i>Clues to Long Ago</i>. United States of America: Harcourt, Inc.</p> <p>Muth, John J. <i>Stone Soup</i>. New York: Scholastic Inc., 2003.</p> <p>Parker, David. <i>I Can Cooperate!</i> New York: Scholastic Inc., 2004.</p> <p>- - -. <i>I Show Respect!</i> New York: Scholastic Inc., 2004.</p> <p>- - -. <i>I Tell the Truth!</i> New York: Scholastic Inc., 2004.</p> <p>- - -. <i>I'm Respectful!</i> New York: Scholastic Inc., 2004.</p> <p>Penn, Audrey. <i>Sassafras</i>. New York: Scholastic Inc., 1995.</p> <p>Responsible Me (A Sunburst Title). Sunburst. 2000. Discovery Education. 22 July 2015  http://streaming.discoveryeducation.com</p> <p>Rey, Margaret & H.A. <i>Curious George's First Day of School</i>. New York: Houghton Mifflin Company, 2005.</p> <p>Schwartz, Amy. <i>Annabelle Swift, Kindergartener</i>. New York: Orchard Books, 1988.</p> <p>Simon, Charman. <i>One Happy Classroom</i>. Canada: Children's Press, 1997.</p> <p>Student Activity: Learning about the Past Through Artifacts. Los Angeles County Office of Education. 2000. Discovery Education. 16 July 2015  http://streaming.discoveryeducation.com/</p> <p>Tunes: Responsibility. Discovery Education. 2009. Discovery Education. 22 July 2015  http://streaming.discoveryeducation.com/</p> <p>Uttley, Tracy. <i>Molly McSholly Conquers Kindergarten</i>. Edina, MN: Beaver's Pond Press, 2004.</p>





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
					<p><i>Welcome to our Classroom.</i> Songs for Teachers. 2008. 16 July 2015  http://www.songs4teachers.com/backsample.pdf</p> <p>What Do Artifacts Tell about a Family from Long Ago. Los Angeles County Office of Education. 2000. Discovery Education. 16 July 2015  http://streaming.discoveryeducation.com/</p> <p>Williams, Mo. <i>Knufflebunny</i>. New York: Scholastic Inc., 2004.</p> <p>Yolen, Jane & Teague, Mark. <i>How Do Dinosaurs Go to School?</i> New York: The Blue Sky Press, 2007.</p> <p>Zolotow, Charlotte. <i>My Friend John</i>. New York: Dragonfly Books, 2000.</p> <p><u>Teacher Resource</u> Brown, Skila. "Tick Tock: Teaching Kids About Time." <i>Education.com</i>. 16 July 2015  http://www.education.com/magazine/article/Teaching_Kids_Time/</p> <p>Clark, Jennifer. <i>Supplemental Materials (Unit 1)</i>. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009.</p> <p>Gainer, Cindy. <i>A Leader's Guide to I'm Like You, You're Like Me: A Child's Book About Understanding and Celebrating Each Other</i>. Minneapolis: Free Spirit Publishing, 1998.</p> <p>Hernandez, Beverly. "Creative Ways for Teaching Time." <i>About.com</i>. 16 July 2015  http://homeschooling.about.com/od/basicmath/qt/teachingtime.htm</p> <p><i>I'm a Special Person</i>. Twin Sisters. 2009. Discovery Education. 16 July 2015  http://streaming.discoveryeducation.com/</p> <p><i>I'm Special</i>. Kinderplans.com. 16 July 2015  http://www.kinderplans.com/admin/images/special.pdf</p> <p><u>Resources for Further Professional Knowledge</u></p>


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
					<p><i>Carol Hurst's Children's Literature Site</i>. 16 July 2015  http://www.carolhurst.com/</p> <p><i>Early Childhood Social Studies</i>. 16 July 2015  http://patricia_f.tripod.com/ssmotor.html</p> <p><i>National Council for the Social Studies</i>. 16 July 2015  http://www.ncss.org/</p> <p><i>Social Studies for Early Childhood and Elementary School Children: A Report from NCSS Task Force on Early Childhood/Elementary Social Studies</i>. 16 July 2015  http://www.socialstudies.org/positions/elementary/</p> <p><i>Social Studies Lesson Plans and Resources</i>. 16 July 2015  http://www.csun.edu/~hcedu013/</p> <p><i>Strategies for Teaching Social Studies</i>. 16 July 2015  http://www.udel.edu/dssep/strategies.htm</p> <p><i>Teaching Social Studies</i>. 16 July 2015  http://www.proteacher.org/c/185_Teaching_Social_Studies.html</p>
Unit 2: Where Am I? (Week 10, 9 Weeks)	Where am I and how do I meet needs and wants?	MI: GLCE: Science Kindergarten Discipline 2: Physical Science Force and Motion K-7 Standard P.FM: Develop an	<ol style="list-style-type: none"> 1. Where am I? 2. What do maps and globes show us? 3. How do we describe places and locations? 4. How do we use gifts 	clothing country direction earth flag food globe location map natural features needs patriotism place	<u>Equipment/Manipulative</u> American Flag Books, movies, or songs about Michigan Books, movies, or songs about The United States Box, small Chart paper Crayons, markers, and/or colored pencils (classroom set) Document camera and/or overhead projector Gift tag Glue Internet Access (optional) Primary globe Scissors (classroom set) optional Small ball

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>understanding that the position and/or motion of an object is relative to a point of reference. Understand forces affect the motion and speed of an object and that the net force on an object is the total of all of the forces acting on it. Understand the Earth pulls down on objects with a force called gravity. Develop an understanding that some forces are in direct contact with objects, while other forces are not in direct</p>	<p>from the earth?</p>	<p>region shelter state water world</p>	<p>Small block Wrapping paper</p> <p><u>Student Resource</u> A Globe: A Ball-Shaped Map. Aims Multimedia. 1983. Discovery Education. 21 July 2015  http://streaming.discoveryeducation.com/</p> <p>Appleford, Annie. <i>M Is For Mitten: A Michigan Alphabet Edition</i> 1. (Discover America State by State. Alphabet Series. Chelsea, MI: Sleeping Bear Press, 1999.</p> <p>Asch, Frank. <i>The Earth and I</i>. New York: Voyager Books Reprint Edition, 2008.</p> <p>Beginning Social Studies Vocabulary. 100% Educational Videos. 1999. Discovery Education. 21 July 2015  http://streaming.discoveryeducation.com/</p> <p>Buller, Jon. <i>Smart About the Fifty States</i>. (Smart About History). New York: Penguin Putnam Books for Young Readers, 2003.</p> <p>Clearly, Brian. <i>Under, Over, By the Clover: What Is a Preposition?</i> Minneapolis, MN: Millbrook Press, 2002.</p> <p>Douglas, Lloyd G. <i>The American Flag</i> (Welcome Books). New York: Scholastic, 2003.</p> <p>Ehlert, Lois. <i>Red Leaf, Yellow Leaf</i>. Orlando, FL: Harcourt Brace, 1991.</p> <p>Glaser, Linda. <i>Our Big Home</i>. Minneapolis, MN: Millbrook Press, 2002.</p> <p>Green, Jen. <i>Why Should I Protect Nature?</i> New York: Barron's Educational Publishing, 2001.</p> <p>Leedy, Loreen. <i>Mapping Penny's World</i>. New York: Henry Holt and Company, 2000.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>contact with objects. P.FM.E.1 Position- A position of an object can be described by locating the object relative to other objects or a background. P.FM.00.11 Describe the position of an object (for example: above, below, in front of, behind, on) in relation to other objects around it.</p> <p>Discipline 3: Life Science Organization of Living Things K-7 Standard L.OL: Develop an understanding that plants and animals (including humans) have basic</p>			<p>Maps: Where Am I?. Aims Multimedia. 1983. Discovery Education. 21 July 2015  http://streaming.discoveryeducation.com/</p> <p>*Marzollo, Jean. <i>I am Water</i>. New York: Scholastic, 1996.</p> <p>Old Glory. United Learning. 1994. Discovery Education. 21 July 2015  http://streaming.discoveryeducation.com/</p> <p>Randolph, Joanne. <i>Our Flag (Time for Kids Readers)</i>. Orlando, FL: Harcourt, Inc.</p> <p>*Reynolds, Jeff. <i>A to Z United States of America</i>. New York: Scholastic Inc., 2004.</p> <p>Titherington, Jeanne. <i>Pumpkin, Pumpkin</i>. New York: Greenwillow Books, 1986.</p> <p>Understanding Maps: Key to Everywhere. 100% Educational Videos. 2004. Discovery Education. 21 July 2015.  http://streaming.discoveryeducation.com/</p> <p>*Wargin, Kathy-Jo. <i>The Michigan Counting Book</i> (Count Your Way Across the U.S.A). Chelsea, MI: Sleeping Bear Press, 2000.</p> <p><u>Teacher Resource</u> *Beall, Pamela Conn. <i>Wee Sing America</i>. New York: Price Stern Sloan, 2005.</p> <p>*Canizares, Susan. <i>Red, White and Blue</i>. (Social Studies Emergent Readers Series) New York: Scholastic, 1999.</p> <p>*Carmen Bredeson. <i>Looking at Maps and Globes</i>. (Rookie Read-About Geography). New York: Scholastic Inc., 2001.</p> <p>*Chesanow, Neil. <i>Where Do I Live?</i> New York: Baron's Educational Series, Inc., 1995.</p> <p>Clark, Jennifer. <i>Supplemental Materials (Unit 2)</i>. Teacher-made material. Michigan Citizenship Collaborative, 2009.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and</p>			<p>*Ditchfield, Christin. <i>A True Book: Soil</i>. New York: Scholastic, Inc., 2002.</p> <p>*Ditchfield, Christin. <i>A True Book: Water</i>. New York: Scholastic, Inc., 2002.</p> <p>*Ditchfield, Christin. <i>A True Book: Wood</i>. New York: Scholastic, Inc., 2002.</p> <p>*Douglas, Lloyd G. <i>The Bald Eagle</i> (Welcome Books). New York: Scholastic, 2003.</p> <p>*Douglas, Lloyd G. <i>The Statue of Liberty</i> (Welcome Books). New York: Scholastic, 2003.</p> <p>*Douglas, Lloyd G. <i>The White House</i> (Welcome Books). New York: Scholastic, 2003.</p> <p>*Goodenow, Ellen. <i>Time for Kids Readers: Homes</i>. Orlando, FL: Harcourt, Inc., 2006.</p> <p>*Hall, Kristen. <i>Buried Treasure: All About Using a Map</i>. New York: Children's Press, 2003.</p> <p>*Herman, John. <i>Red, White, and Blue: The Story of the American Flag</i>. New York: Grosset & Dunlap, 1998.</p> <p>*Knowlton, Jack. <i>Maps and Globes</i> (Reading Rainbow Book). New York: HarperCollins, 1985.</p> <p>*Lewison, Wendy. <i>F is for Flag</i>. New York: Grosset & Dunlap, 2002.</p> <p>*Martin Jr., Bill and Sampson, Michael. <i>I Love Our Earth</i>. Watertown, MA: Charlesbridge Publishing, Inc., 2009.</p> <p>*Marzollo, Jean. <i>I am Water</i>. New York: Scholastic, 1996.</p> <p>Morris, Ann. <i>Houses and Homes</i> (Around the World Series). New York: HarperCollins, 1992.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>physical characteristics . Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.</p> <p>L.O.L.E.1 Life Requirements - Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a</p>			<p>*Rabe, Trish. <i>There's a Map on My Lap!</i> New York: Random House Children's Books, 2002.</p> <p>*Richardson, Adele D. <i>Soil</i> (Bridgestone Science Library). Mankato, MN: Capstone Press, 2003.</p> <p>*Ring, Susan. <i>Needs and Wants (Yellow Umbrella Books)</i>. Mankato, MN: Red Brick Learning, 2003.</p> <p>*Schroeder and Holly. <i>The United States ABCs: A Book About the People and Places of the United States</i> (Country ABCs). Mankato, MN: Capstone Press, 2004.</p> <p>*Shepard, Daniel. <i>Map Search</i>. Austin, TX: Steck-Vaughn, 2003.</p> <p>*Sweeney, Joan. <i>Me on the Map</i>. New York: Crown Publishers, Inc., 1996.</p> <p>*Wilder, Laura Ingalls. <i>My First Little House Books: Going to Town</i>. HarperCollins Publishers, 1959.</p> <p>*Yanuck, Debbie. <i>American Symbols: The American Flag</i>. Mankato, MN: Capstone Press, 2003.</p> <p><u>Resources for Further Professional Knowledge</u></p> <p><i>Carol Hurst's Children's Literature Site</i>. 21 July 2015.  http://www.carolhurst.com/</p> <p><i>Maps4kids.com</i>. 21 July 2015.  http://www.factmonster.com/states.html</p> <p><i>National Council for the Social Studies</i>. 21 July 2015.  http://www.ncss.org/</p> <p><i>Social Studies for Early Childhood and Elementary School Children: A Report from NCSS Task Force on Early Childhood/Elementary Social Studies</i>. 21 July 2015.  http://www.socialstudies.org/positions/elementary/</p>






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>source of energy and as a source of building material for growth and repair.</p> <p>L.OL.00.11 Identify that living things have basic needs.</p> <p>Discipline 4: Earth Science Solid Earth K-7 Standard E.SE: Develop an understanding of the properties of earth materials and how those properties make materials useful. Understand gradual and rapid changes in earth materials and features of the surface of</p>			<p><i>Strategies for Teaching Social Studies</i>. 21 July 2015.  http://www.udel.edu/dssep/strategies.htm</p> <p>* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.</p>



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>Earth. Understand magnetic properties of Earth.</p> <p>E.SE.E.1 Earth Materials- Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.</p> <p>E.SE.00.12 Describe how Earth materials contribute to the growth of plant and animal life.</p> <p>MI: GLCE: Social Studies Kindergarten</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>History</p> <p>H2 Living and Working Together</p> <p>Use historical thinking to understand the past.</p> <p>K – H2.0.3</p> <p>Identify the beginning, middle, and end of historical narratives or stories.</p> <p>Geography</p> <p>G1 The World in Spatial Terms</p> <p>Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>K-4</p> <p>K – G1.0.1</p> <p>Recognize that maps and globes represent places.</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>K – G1.0.2 Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.</p> <p>G2 Places and Regions Understand how regions are created from common physical and human characteristics</p> <p>.</p> <p>K – G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).</p> <p>G5 Environment and Society Understand the effects of human-environment interactions.</p>			








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>K – G5.0.1 Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).</p> <p>Civics & Government</p> <p>C2 Values and Principles of American Democracy Understand values and principles of American constitutional democracy.</p> <p>K – C2.0.1 Identify our country's flag as an important symbol of the United States.</p> <p>Copyright © 2001-2015 State of Michigan</p>			
Unit 3: How Do I Get What I	Why can't I have everything I want?	MI: GLCE: Social Studies <u>Kindergarten</u> Economics	1. How do I meet my needs and wants?	economic wants needs services trade	<u>Equipment/Manipulative</u> Chart paper Computer with Internet access Crayons, markers, or colored pencils Dice (or spinners), one for each set of partners Glue <i>If You Give a Pig a Pancake</i> Chart (from the previous lesson)


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
Need and Want? <i>(Week 19, 9 Weeks)</i>		<p>E1 Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>K - E1.0.1 Describe economic wants they have experienced.</p> <p>K - E1.0.2 Distinguish between goods and services.</p> <p>K - E1.0.3 Recognize situations in which people trade.</p> <p>Copyright © 2001-2015 State of Michigan</p>	<p>2. Why do people trade?</p>		<p>Overhead projector or Document Camera Paper (12" x 18"), one for each student Small objects to use as game pieces</p> <p><u>Student Resource</u> Cipriano, Jeri S. <i>Toys Long Ago</i> (Yellow Umbrella Books). Bloomington, MN: Red Brick Books, 2006.</p> <p>De Regniers, Beatrice Schenk. <i>Was It a Good Trade?</i> New York: HarperCollins Publishers, 2002.</p> <p><i>Historic Toboggan Slide Game</i>. 23 July 2015  http://www.hfmqv.org/exhibits/toys/teachers/games.asp</p> <p>Kalman, Bobbie. <i>Old-Time Toys</i>. New York: Crabtree Publishers, 1995.</p> <p>Numeroff, Laura. <i>If You Give a Pig a Pancake Big Book</i>. New York: HarperCollins Publishers, 1998.</p> <p><i>Old Photographs of Children with Toys</i>. Every Picture Tells A Story Project. The Henry Ford. 23 July 2015  http://www.hfmqv.org/exhibits/toys/teachers/picture.asp</p> <p>Pohl, Kathleen. <i>What Happens at a Toy Factory?</i> (Where People Work Series). New York: Weekly Reader Early Learning Library, 2006.</p> <p>The Difference between Wants and Needs. 100% Educational Videos. 2003. Discovery Education. 23 July 2015  http://streaming.discoveryeducation.com/</p> <p><i>The Goods and Services Song</i>. 23 July 2015  http://www.kidseconposters.com/songs/goods_services.html</p> <p><i>The Trading Song</i>. 23 July 2015  http://www.kidseconposters.com/songs/trading_ces.html</p>


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
					<p><i>The Wanting Song</i>. 23 July 2015  http://www.kidseconposters.com/songs/wanting_song.html</p> <p><u>Teacher Resource</u></p> <p>*Adil and Janeen. <i>Goods and Services</i> (First Facts). Mankato, MN: Capstone Press, 2006.</p> <p>*Andrews, Carolyn. <i>What Are Goods and Services?</i> (Economics in Action). New York, NY: Crabtree Publishing Company, 2008.</p> <p>*Channell, Geanie, et. Al. <i>Focus: Grades K-2 Economics</i>. National Council on Economic Education, 2007.</p> <p>*Ditchfield, Christin. <i>A True Book: Soil</i>. New York: Scholastic, Inc., 2002.</p> <p>*Ditchfield, Christin. <i>A True Book: Water</i>. New York: Scholastic, Inc., 2002.</p> <p>*Ditchfield, Christin. <i>A True Book: Wood</i>. New York: Scholastic, Inc., 2002.</p> <p><i>Economics Posters</i>. 23 July 2015  http://www.kidseconposters.com</p> <p>Heyse, Kathy and Day Harlan. <i>Half-Pint Economics for Kids</i>. Indiana Council for Economic Education, 2004.</p> <p>Houghton, Gillian. <i>Goods and Services</i> (Invest Kids). New York, NY: PowerKids Press, 2009.</p> <p>*Lasevoli, Brenda. <i>Plants (Time for Kids)</i>. New York: HarperCollins Publishers, Inc., 2006.</p> <p>*Loewen N. and Jensen B. <i>Let's Trade: A Book About Bartering</i> (Money Matters). Mankato, MN: Picture Window Books, 2005.</p> <p>*Martin, Elena. <i>Clues to Long Ago</i>. United States of America: Harcourt, Inc.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
					<p>*Marzollo, Jean. <i>I am Water</i>. New York: Scholastic, 1996.</p> <p>*Morris, Ann. <i>Houses and Homes</i> (Around the World Series). New York: HarperCollins, 1992.</p> <p>*Olson and Gillia. <i>Needs and Wants</i> (Pebble Books). Mankato, MN: Capstone Press, 2006.</p> <p>*Ring, Susan. <i>Needs and Wants</i> (Yellow Umbrella Books). Mankato, MN: Red Brick Learning, 2003.</p> <p>Student Activity: Learning about the Past Through Artifacts. Los Angeles County Office of Education. 2000. Discovery Education. 23 July 2015.  http://streaming.discoveryeducation.com/</p> <p>The Importance of Plants. 100% Educational Videos. 2002. Discovery Education. 23 July 2015  http://streaming.discoveryeducation.com/</p> <p>*Wagner-Brust, Beth. <i>The Great Tulip Trade</i> (Step into Reading). New York, NY: Random House Books for Young Readers, 2005.</p> <p>What Do Artifacts Tell about a Family from Long Ago. Los Angeles County Office of Education. 2000. Discovery Education. 23 July 2015  http://streaming.discoveryeducation.com/</p> <p><u>Resources for Further Professional Knowledge</u></p> <p><i>Carol Hurst's Children's Literature Site</i>. 23 July 2015  http://www.carolhurst.com/</p> <p><i>Early Childhood Social Studies</i>. 23 July 2015  http://patricia_f.tripod.com/ssmotor.html</p> <p><i>Michigan Council on Economic Education</i>. 23 July 2015  http://www.mceeonline.org</p> <p><i>National Council on Economic Education</i>. 23 July 2015  http://www.ncee.net</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
					<p><i>National Council for the Social Studies</i>. 23 July 2015  http://www.ncss.org/</p> <p><i>Online Lessons for each National Economics Standard</i>. 23 July 2015  http://www.ncee.net/ea/standards/</p> <p><i>Social Studies for Early Childhood and Elementary School Children: A Report from NCSS Task Force on Early Childhood/Elementary Social Studies</i>. 23 July 2015  http://www.socialstudies.org/positions/elementary/</p> <p><i>Social Studies Lesson Plans and Resources</i>. 23 July 2015  http://www.csun.edu/~hcedu013/</p> <p><i>Strategies for Teaching Social Studies</i>. 23 July 2015  http://www.udel.edu/dssep/strategies.htm</p> <p><i>Teaching Social Studies</i>. 23 July 2015.  http://www.proteacher.org/c/185_Teaching_Social_Studies.html</p> <p>* Although not used in the lessons for this unit, these resources are listed here to provide meaningful alternatives to teachers.</p>
Unit 4: How Do I Get Along With Others?	How do we help each other get what we need?	MI: GLCE: Social Studies <u>Kindergarten</u> Civics & Government C2 Values and Principles of American Democracy Understand	<ol style="list-style-type: none"> 1. Why can't I do whatever I want? 2. Why are responsibility and fairness important in getting 	citizenship common good fairness problem solving responsibility rights	<u>Equipment/Manipulative</u> Chart paper Computer with Internet connection “How to Get Along with Others” Chart from Unit 1, Lesson 5 “I Am Responsible When...” class book from Unit 1 Large box with a cover Overhead Projector or Document Camera and Projector Small pieces of paper Three books (favorite books among the class) <u>Student Resource</u>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
(Week 28, 10 Weeks)		<p>values and principles of American constitutional democracy.</p> <p>K – C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).</p> <p>K – C2.0.3 Describe fair ways for groups to make decisions.</p> <p>C5 Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p> <p>K – C5.0.1 Describe situations in which they</p>	<p>along with others?</p> <p>3. How do people solve problems?</p>		<p>I Can Be Responsible! (A Sunburst Title). Sunburst. 2000. Discovery Education. 28 July 2015  http://streaming.discoveryeducation.com/</p> <p><i>I Had It First! Learning to Share</i> (A Sunburst Title). Sunburst, 1997. Full Video. 28 July 2015  http://www.discoveryeducation.com</p> <p>Meiners, Cheri. <i>Talk and Work it Out</i>. Minneapolis, MN: Free Spirit Publishing, 2005.</p> <p>Responsible Me (A Sunburst Title). Sunburst. 2000. Discovery Education. 28 July 2015  http://streaming.discoveryeducation.com/</p> <p>Rowe, Don. <i>The Sand Box (Making Good Choices)</i>. Mankato, MN: Picture Window Books, 2005.</p> <p>The Difference between Wants and Needs. 100% Educational Videos. 2003. Discovery Education. 28 July 2015  http://streaming.discoveryeducation.com/</p> <p><i>TLC Elementary School: Understanding Good Citizenship</i>. Summer Productions, 2006. Full Video. 28 July 2015  http://www.discoveryeducation.com</p> <p>Tunes: Responsibility. Discovery Education. 2009. Discovery Education. 28 July 2015  http://streaming.discoveryeducation.com/</p> <p><i>You Can Solve a Problem</i> (A Sunburst Title). Sunburst, 2000. Full Video. 28 July 2015  http://www.discoveryeducation.com</p> <p><u>Teacher Resource</u> *Burch, Regina. <i>Following the Rules: Learning about Respect</i>. Huntington Beach, CA: Creative Teaching Press, Inc., 2002.</p> <p>*Burch, Regina. <i>Be a Friend: Learning about Friendship and Fairness</i>. New York: Scholastic Inc., 2002.</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).</p> <p>Discourse, Decisions, Ctnz Inv</p> <p>P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>K – P3.1.1 Identify classroom issues.</p> <p>K – P3.1.2 Use simple graphs to explain information about a classroom issue.</p> <p>K – P3.1.3 Compare their</p>			<p>*Burch, Regina. <i>Working Together: Learning about Cooperation and Citizenship</i>. Huntington Beach, CA: Creative Teaching Press, Inc., 2002.</p> <p>*Burch, Regina. <i>You Can Count on Me: Learning about Responsibility</i>. New York: Scholastic Inc., 2002.</p> <p>Clark, Jennifer. <i>Supplemental Materials (Unit 4)</i>. Teacher-made material. Michigan Citizenship Collaborative, 2010.</p> <p>*Feiffer, Kate. <i>The Problem with Puddles</i>. New York: Simon and Schuster Children's Publishing Division, 2009.</p> <p>*Finn, Carrie. <i>Kids Talk About Fairness</i>. Mankato, MN: Picture Window Books, 2006.</p> <p>*Forgan, James. <i>Teaching Problem Solving Through Children's Literature</i>. Westport, CT: Greenwood Publishing Group, Inc., 2003.</p> <p>*Horvath, Polly. <i>The Pepins and Their Problems</i>. New York: Square Fish, 2008.</p> <p>*Klein, Abby. <i>The Penguin Problem (Ready Freddy)</i>. New York: Scholastic Inc., 2010.</p> <p>*Krouse-Rosenthal, Amy. <i>It's Not Fair!</i>. New York: HarperCollins, 2008.</p> <p>*Lowe and Nancy. <i>No Fair!: Kids Talk About Fairness</i>. Mankato, MN: Picture Window Books, 2005.</p> <p>*Suen, Anastasia. <i>Cutting in Line Isn't Fair!</i> Minneapolis, MN: Magic Wagon Books, 2007.</p> <p><u>Resources for Further Professional Knowledge</u> <i>Carol Hurst's Children's Literature Site</i>. 28 July 2015  http://www.carolhurst.com/</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Key Concepts / Vocabulary	Resources
		<p>viewpoint about a classroom issue with the viewpoint of another person.</p> <p>P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.</p> <p>K – P3.3.1 Express a position on a classroom issue.</p> <p>P4.2 Citizen Involvement Act constructively to further the public good.</p> <p>K – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.</p> <p>K – P4.2.2 Participate in projects to help or inform others.</p> <p>Copyright © 2001-2015 State of Michigan</p>			<p>National Council for the Social Studies. 28 July 2015 </p> <p>http://www.socialstudies.org</p>



Writing 1 (M)









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
1 -Launching the Writing Workshop (Week 1, 6 Weeks)	How do writers extend small moments into longer personal narratives attending to the qualities of good writing and the readability of the piece?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 1 Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers,</p>	<ol style="list-style-type: none"> 1. How do writers utilize mentor texts to craft their writing? 2. How do writers plan and rehearse their writing? 3. How do writers attend to the qualities of good writing? 4. How do writers check the readability of their writing? 5. How do writers share and reflect on their writing? 		<p><u>Teacher resources</u></p> <p>Calkins & Oxenhorn. (2003). <u>Small Moments: Personal Narrative Writing</u>. (2003). Portsmouth, NH: Heinemann. (Units of Study for Primary Writing: A Yearlong Curriculum)</p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p><u>Mentor Text and Student Resources - see Resource Materials Packet</u></p> <p> Resource Materials Packet (Word)</p> <p> Writing Process K-2 Color Posters</p> <p> Updated 2nd grade Writing Process Poster</p> <p> Student Work Artifacts- Moving Beds</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>and add details to strengthen writing as needed.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the</p>			





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2b. Use end punctuation for sentences.</p> <p>L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
2 - Revision (Week 7, 3 Weeks)	How do writers examine their writing through a new lens and make changes for a more effective piece?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 1 Writing</p> <p>3. Write narratives to develop real or imagined</p>	<ol style="list-style-type: none"> How do writers use mentor text to craft their writing? How do writers learn the physical aspects of revision? How do 		<p><u>Teacher resource</u></p> <p>Calkins & Oxenhorn. (2003). <u>Small Moments: Personal Narrative Writing</u>. (2003). Portsmouth, NH: Heinemann. (Series - <u>Units of Study for Primary Writing: A Yearlong Curriculum</u> by Lucy Calkins)</p> <p>Teacher Resource: Calkins, Lucy and Pat Bleichman. (2003). <u>The Craft of</u></p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>writers focus on the action in the event of the story?</p> <p>4. How do writers use other people to help them revise?</p> <p>5. How do writers celebrate their revision?</p>		<p><u>Revision</u>. Portsmouth, NH: Heinemann. (Series - <u>Units of Study for Primary Writing: A Yearlong Curriculum</u> by Lucy Calkins)</p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p>Mentor Text and Student Resources - see Resource Materials Packet</p> <p> Resource Materials Packet (Word) July 2014</p> <p> Resource Materials Packet (PDF) July 2014</p> <p> Pocket Chart Supplement</p> <p> Student Work Artifact- Surprised</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2b. Use end punctuation for sentences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
3 Writing a Sequence of Instructions: How-To Books <i>(Week 10, 4 Weeks)</i>	How can writers use their knowledge of procedural text to write and read information?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 1</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.1.2. Write</p>	<ol style="list-style-type: none"> How do writers utilize mentor texts to craft their writing? How do writers choose topics, rehearse and write lots and lots of books? How do writers use effective techniques to craft procedural 		<p><u>Professional Resources</u></p> <p>Calkins, Lucy. (2011-2012). <i>A Curricular Plan for the Writing Workshop, Grade 1</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy and Pessah, Laurie. (2003). <i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p><u>Mentor Text and Student Resources - See Resource Materials Packet</u></p> <p> Resource Materials Packet (Word)</p>





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p>	<p>texts?</p> <p>4. How do writers revise and edit their procedural texts?</p> <p>5. How do writers celebrate procedural texts?</p>		<p>July 2014</p> <p> Resource Materials Packet (PDF)</p> <p>July 2014</p> <p> How To Feed A Hamster</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style</p>			







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>are appropriate to task, purpose, and audience.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1. Demonstrate command of the conventions of standard</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>English grammar and usage when writing or speaking.</p> <p>L.1.1a. Print all upper- and lowercase letters.</p> <p>L.1.1f. Use frequently occurring adjectives.</p> <p>L.1.1i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2a. Capitalize dates and names of people.</p> <p>L.1.2b. Use end punctuation for sentences.</p> <p>L.1.2c. Use commas in dates and to separate single words in a series.</p> <p>L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
4 - Apprenticeship Writing: Studying Craft (Week 14, 4 Weeks)	How do writers use published texts to mentor their personal writing?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 1 Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Speaking and Listening Comprehension and</p>	<ol style="list-style-type: none"> How do writers study and learn from authors they admire? How do writers plan by exploring authors and thinking about what's important to them? How do writers use one mentor text to look across crafting techniques? How do writers use multiple mentor texts to look at one crafting technique? How do writers use and talk about their "just right" books as mentor texts? How do writers revisit mentor authors to prepare 		<p><u>Professional Resources</u></p> <p>Calkins, Lucy. (2011). <u>A Curricular Plan for the Writing Workshop - 1st Grade</u>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2009). <u>A Quick Guide to Teaching Second-Grade Writers with Units of Study</u>. Portsmouth, NH: Heinemann. (especially chapter October – Raising the Level of Narrative Writing with Authors as Mentors.)</p> <p>Calkins, Lucy and Amanda Hartman. (2003). <u>Authors as Mentors</u>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2013). <u>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</u>. Portsmouth, NH: Heinemann.</p> <p>Ray, Katie Wood and Lisa Cleaveland. (2004). <u>About the Authors: Writing Workshop with our Youngest Writers</u>. Portsmouth, NH: Heinemann. There is also an <u>About the Authors</u> DVD.</p> <p>Ray, Katie Wood. (1999). <u>Wondrous Words: Writers and Writing in the Elementary Classroom</u>. Portsmouth, NH: Heinemann.</p> <p><u>Mentor Text and Student Resources</u></p> <p>Please see Resource Materials Packet.</p> <p> Resource Materials Packet (Word) July 2014</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>	<p>their books for celebration?</p>		<p> Resource Materials Packet (PDF) July 2014</p> <p> Student Work Artifact- My Flu Shot</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>when writing.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2a. Capitalize dates and names of people.</p> <p>L.1.2b. Use end punctuation for sentences.</p> <p>L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
5 - Opinion Writing Letters for Social Action (Week 18, 4 Weeks)	How do writers state an opinion to persuade people to take action?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 1 Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.1.1. Write opinion pieces in which they introduce the topic</p>	<ol style="list-style-type: none"> 1. How do writers use mentor text to understand how to express opinions? 2. How do writers generate and develop opinions on social issues? 3. How do writers plan and rehearse 		<p><u>Teacher Resources</u></p> <p><i>Website - The Red Wagon Foundation- littleredwagonfoundation.com</i></p> <p>Anderson, Carl. 2005. <i>Assessing writers</i>. Portsmouth, NH:Heinemann.</p> <p>Boomer, Katherine and Boomer, Randy. 2001. <i>For a better world: Reading and writing for social action</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy et al. 2003. <i>Units of Study for Primary Writing</i>. Portsmouth, NH: Heinemann.</p> <p>Taylor, Sarah Picard. 2008. <i>A Quick Guide to Teaching Persuasive Writing</i>.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care,</p>	<p>opinions providing supportive reasons and a possible solution?</p> <p>4. How do writers write in a compelling way to convince an audience?</p> <p>5. How do writers revise and edit to make their pieces more effective?</p> <p>6. How do writers go public to make an impact in their world?</p>		<p>Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p><u>Mentor Text and Student Resources</u></p> <p>Please see Resource Packet.</p> <p> <u>Resource Materials Packet (Word) July 2014</u></p> <p> <u>Resource Materials Packet (PDF) July 2014</u></p> <p> <u>Student Work Artifact- Pictures</u></p> <p> <u>Student Work Artifact- Bigger Lockers</u></p> <p> <u>Immersion Phase Supplement Packet</u></p> <p> <u>Oakland Schools Literacy Website</u></p>




Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>			



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
6 - Informational Books: Personal Expertise (Week 22, 6 Weeks)	How can writers compose informational books to teach others about areas of personal expertise?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 1 Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the</p>	<ol style="list-style-type: none"> 1. How can writers use mentor text to study the characteristics of informational writing and generate ideas? 2. How can writers choose topics by considering areas of expertise, audience, and focus? 3. How can writers plan and draft their information 		<p><u>Professional Resources</u></p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2011-2012). <i>A Curricular Plan for the Writing Workshop, Grade 1</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy and Pessah, Laurie. (2003). <i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann.</p> <p>Wiesen, Marika Paez. (2012). <i>A Quick Guide to Teaching Informational Writing, Grade 2</i>. Portsmouth, NH: Heinemann.</p> <p><u>Mentor Text and Student Resources</u></p> <p>Please see Resource Materials Packet.</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>topic, and provide some sense of closure.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations</p>	<p>in organized ways?</p> <p>4. How can writers re-read and revise using a toolbox of elaboration strategies?</p> <p>5. How can writers prepare to publish by revising and editing?</p> <p>6. How can writers share their work with an audience?</p>		<p> Resource Materials Packet (Word) July 2014</p> <p> Resource Materials Packet (PDF) July 2014</p> <p> Student Work Artifact- Rhinoceros</p> <p> Student Work Artifact- All About Butterflies</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Adapt speech to a variety of contexts and</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>Language</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2a. Capitalize dates and names of people.</p> <p>L.1.2b. Use end punctuation for sentences.</p> <p>L.1.2c. Use commas in dates and to separate single words in a series.</p> <p>L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
7- Wr Like a Scientist: Investigation Notebooks (Week 28, 5 Weeks)	How can writers "Think and Act Like a Scientist" and write to teach others about science?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 1</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given</p>	<p>Language Arts</p> <ol style="list-style-type: none"> 1. How can writers participate in shared research by planning, carrying out investigations and writing like scientists? 2. How can writers work in small groups to plan and carry out investigations to answer their questions and improve their scientific thinking and writing? 3. How can writers apply all they know about scientific investigations as they work more independently (e.g. partnerships or individually) 		<p><u>Professional Resources</u></p> <ul style="list-style-type: none"> • Achieve, Inc. <i>Next Generation Science Standards</i>. (2011-2014). 1400 16th Street NW, Suite 510, Washington, DC 20036.  http://www.nextgenscience.org • Calkins, Lucy. (2011). <i>A Curricular Plan for The Writing Workshop, Grade 1</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy, Kolbeck, Lauren, and Knight, Monique. (2013). <i>Lab Reports and Science Books. Grade 2, Unit 2 Information</i>. Portsmouth, NH: Heinemann. • Create for STEM Institute – Michigan State University. This institute has excellent teacher resources for Next Generation Science Standards (NGSS). 620 Farm Lane Room 115 Erickson Hall. East Lansing, Michigan 48824, (517) 432-0816 or  http://create4stem.msu.edu/ngss • Daniels, H. & Harvey, S. (2009). <i>Comprehension and Collaboration</i>. Portsmouth, NH: Heinemann. • National Science Teachers Association (NSTA). 1840 Wilson Blvd., Arlington, VA 22201, www.nsta.org, NGSS@nsta.org • National Science Teacher Association Book Store - 

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>topic and use them to write a sequence of instructions).</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<p>4. How can writers teach others about sound in informational books?</p> <p>Science</p> <p>Driving Question: What is happening when I make sounds as I play, dance, and sing?</p> <p>Class Question #1: How can I describe the sounds I hear? Class Question #2: How can I change the sounds I make? Class Question #3: What is happening when I make sounds? Class Question #4: How do sounds affect objects?</p> <p>Application: How can I design and build something that makes sound that someone can hear far away?</p>		<p>http://www.nsta.org/store</p> <ul style="list-style-type: none"> Next Generation Science Standards -  http://www.nextgenscience Ritz, William C. (2007). <i>A Head Start on Science: Encouraging A Sense of Wonder</i>, p.45. NSTA Press. Van Andel Education Institute Science Academy. www.vai.org/vaei/science-academy or 333 Bostwick Ave. NE, Grand Rapids, MI 49503, 616-234-5528. * Resource for Investigation Organizer Step Book Level K-2 and other resources. Zemba-Saul, Carla L & Katherine McNeill, & Kimber Hershberger (2012). <i>What's Your Evidence? Engaging K-5 Children in Constructing Explanations in Science</i>. Pearson. <p>Next Generation Science Standards -  http://www.nextgenscience</p> <p>*Highly recommend reviewing:</p> <ul style="list-style-type: none"> Appendix F – Science and Engineering Practices in the NGSS Appendix M – Connections to the Common Core Standards for Literacy in Science and Technical Subjects <p>*highly recommended</p>







Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
					 Resource Materials Packet 1 of 2  Resource Materials Packet 2 of 2  Resource Materials Packet 2 of 2  Immersion Phase Supplement Packet  Oakland Schools Literacy Website
8 - Teacher Choice (Week 33, 4 Weeks)					 Oakland Schools Literacy Website



Writing 2 (M)








Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
1 - Launching with Small Moments <i>(Week 1, 5 Weeks)</i>	<p>How do writers lift the level of their personal narratives to engage and inform an audience?</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 2 Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. Use technology, including the Internet, to produce and</p>	<ol style="list-style-type: none"> How do writers use mentor text to study characteristics of Small Moment stories and generate story ideas? How do writers apply the writing process to construct personal narratives? How do writers use a repertoire of strategies to generate more focused, informative and engaging pieces? How do writers revise and edit their best piece/s to share with an audience? How do writers follow 		<p><u>Teacher Resources</u></p> <p>Calkins, Lucy. 2011. <i>A Curricular Plan for the Writing Workshop - 2nd grade</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. 2009. <i>A Quick Guide to Teaching Second-grade Writers with Units of Study</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. 2003. <i>Units of study for primary writers: A yearlong curriculum</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy and Pessah, Laurie. (2003). <i>Launching a Writing Workshop</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy and Pessah, Laurie. (2003). <i>Small Moments: Personal Narrative Writing</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p>Parsons, Stephanie. 2007. <i>Second grade writers: Units of study to help children focus on audience and purpose</i>. Portsmouth, NH: Heinemann.</p> <p><u>Mentor Text and Student Resources</u></p> <p>Please see Resource Packet.</p>

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		<p>publish writing and to interact and collaborate with others.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>6. How do routines and rituals to develop a community of independent writers work with partners to learn to work independently?</p>		<p> Resource Materials Packet</p> <p> Writing Process K-2 Color Posters</p> <p> Updated 2nd grade Writing Process Poster</p> <p> Student Work Artifact- Christmas Morning</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>

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		<p>SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting</p>			

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		<p>evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard</p>			

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		<p>English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2a. Capitalize holidays, product names, and geographic names.</p> <p>L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
2 -Lifting Level Narrative Writing Studying Craft (Week 6, 5 Weeks)	How do young writers lift the level of narrative writing by studying and learning from authors they admire?	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 2 Writing 3. Write narratives to	1. How do writers study and learn from authors they admire? 2. How do writers lead a "writerly" life?		<u>Professional Resources</u> Calkins, Lucy. (2011). <u>A Curricular Plan for the Writing Workshop - 2nd grade</u> . Portsmouth, NH: Heinemann. Calkins, Lucy. (2009). <u>A quick guide to teaching second-grade writers with units of study</u> . Portsmouth, NH: Heinemann.






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		<p>develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and</p>	<p>3. How do writers gather and incorporate a variety of crafting techniques?</p> <p>4. How do writers apply the writing process?</p> <p>5. How do writers prepare for publication?</p> <p>6. How do writers self-reflect on their experiences and growth in writing and as writers?</p>		<p>(especially chapter October – Raising the Level of Narrative Writing with Authors as Mentors.)</p> <p>Calkins, Lucy and Amanda Hartman. (2003). <u>Authors as Mentors</u>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p>Ray, Katie Wood and Lisa Cleaveland. (2004). <u>About the authors: Writing workshop with our youngest writers</u>. Portsmouth, NH: Heinemann. There is also an <u>About the Authors</u> DVD.</p> <p>Ray, Katie Wood. (1999). <u>Wondrous words: Writers and writing in the elementary classroom</u>. Portsmouth, NH: Heinemann.</p> <p><u>Mentor Text and Student Resources</u></p> <p>Please see Resource Materials Packet.</p> <p> Resource Materials Packet (Word)</p> <p> Resource Materials Packet (PDF) July 2014</p> <p> Student Work Artifact- Cat</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Evaluate a speaker's</p>			

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		<p>point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>			

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		<p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2a. Capitalize holidays, product names, and geographic names.</p> <p>L.2.2e. Consult reference materials, including beginning</p>			

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		<p>dictionaries, as needed to check and correct spellings.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
3 - Revision (Week 11, 3 Weeks)	How do young writers revise to improve content, style and/or organization of a narrative piece?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 2 Writing</p>	<ol style="list-style-type: none"> How do writers develop an understanding of the purpose and mechanics of revision? How do 		<p><u>Teacher Resources</u></p> <p>Calkins, Lucy. 2011. <i>A Curricular Plan for the Writing Workshop - 2nd grade</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. 2009. <i>A Quick Guide to Teaching Second-grade Writers with Units of Study</i>. Portsmouth, NH:</p>





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		<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.2.1. Participate in collaborative conversations with diverse</p>	<p>writers wear different lens when revising?</p> <p>3. How do writers celebrate their learning by sharing with others?</p>		<p>Heinemann.</p> <p>Calkins, Lucy and Bleichman, Pat. 2003. <i>The Craft of Revision</i> from series - <i>Units of study for primary writers: A yearlong curriculum</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p>Heard, Georgia. 2002. <i>The revision toolbox: Teaching techniques that work</i>. Portsmouth, NH: Heinemann.</p> <p><u>Mentor Text and Student Resources</u></p> <p> Resource Materials Packet (Word)</p> <p> Pocket Chart Supplement</p> <p> Student Work Artifact- Sledding</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>



















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		<p>partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.2.6. Produce complete</p>			

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		<p>sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2a. Capitalize holidays,</p>			

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		<p>product names, and geographic names.</p> <p>L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
4 - Opinion: Using the Power of Reviews (Week 14, 4 Weeks)	How do ? writers state and support a personal opinion on a topic of choice in a review	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 2 Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>5. Develop and strengthen writing as needed by</p>	<ol style="list-style-type: none"> How do writers use mentor text to understand how to express opinions on a variety of topics? How do writers develop opinions on topics of personal interest? How do writers plan, research, and rehearse their opinions for a particular kind of review? How do writers write 		<p><u>Professional Resources</u></p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2011-2012). <i>A Curricular Plan for the Writing Workshop, Grade 2</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2009). <i>A Quick Guide to Teaching Second-Grade Writers with Units of Study</i>. Portsmouth, NH: Heinemann.</p> <p>Eggleton, Jill. (2001). <i>Rave Reviews</i>. Rigby -Sails Literacy Series</p> <p>Parsons, Stephanie. 2007. <i>Second Grade writers: Units of Study to Help Children Focus on Audience and Purpose</i>. Portsmouth, NH: Heinemann.</p> <p>Taylor, Sarah Picard. (2008). <i>A Quick Guide to Teaching Persuasive Writing</i>. Portsmouth, NH: Heinemann.</p>

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		<p>planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse</p>	<p>in compelling ways to convince an audience?</p> <p>5. How do writers revise and edit to make a piece more effective?</p> <p>6. How do writers go public to make an impact on their peers?</p>		<p><u>Websites that have sample reviews for children</u></p> <p>www.common sense media.org</p> <p>www.cyberkids.com</p> <p>www.ezinearticles.com</p> <p>www.kidsfirst.org</p> <p>www.kidsreads.com/reviews/index.asp</p> <p>www.kidreviewer.com</p> <p>www.rateitall.com</p> <p>www.readingandwritingproject.com</p> <p>www2.scholastic.com</p> <p>www.sonderbooks.com</p> <p>www.spaghet tibookclub.org</p> <p><u>Student Resources/Mentor Text</u></p> <p>1. Mentor Text Master List for Reviews (link #1)</p> <p>Core Mentor Text - used repeatedly for modeling of lessons</p> <p>2. Family Fun At Cracker Barrel(link #2)</p> <p>3. Crumbs Bakery - long version (link #3)</p> <p>4. Crumbs Bakery - simplified version (link#4)</p> <p>Books</p> <p>5.A Book Review of Officer Buckle and Gloria (link #5)</p> <p>6.Junie B. Jones and the Stupid Smelly</p>





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		<p>partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of</p>			<p>Bus (link #6)</p> <p>7. The Magic School Bus Gets Eaten (link #7)</p> <p>Movie</p> <p>8. Despicable Me (link #8)</p> <p>9. Love the Love Story 'Gnomeo & Juliet' (link#9)</p> <p>10. Shrek Forever After(link#10)</p> <p>Restaurant</p> <p>11. California Pizza Kitchen (link#11)</p> <p>Crumbs Bakery (long version) -(link #3)</p> <p>Crumbs Baker (simplified version)-(link #4)</p> <p>Family Fun at Cracker Barrel (link #2)</p> <p>12. McDonalds - Four Stars! (link#12)</p> <p>13. Pizza Hut (link#13)</p> <p>Tourist Spot</p> <p>14. The Hershey Hotel is the Best (link#14)</p> <p>15. Detroit Science Center(link #15)</p> <p>Video Game/Computer Game</p> <p>16. Game On! A Review of FIFA SOCCER 11(link #16)</p> <p>17. New Super Mario Bros. Wii(link #17)</p> <p> Resource Materials Packet (Word) July 2014</p> <p> Resource Materials Packet (PDF) July 2014</p> <p> Mentor Text for Reviews Master List #1</p> <p> Family Fun at Cracker Barrel #2</p>

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		Chief State School Officers. All rights reserved.			 Crumbs Bakery - long version #3  Crumbs Bakery - simplified version #4  A Book Review of Officer Buckle and Gloria #5  Junie B. Jones and the Stupid Smelly Bus #6  The Magic School Bus Gets Eaten #7  DESPICABLE ME from UNIVERSAL STUDIOS HOME VIDEO - KIDS FIRST! #8  Love the Love Story 'Gnomeo & Juliet' #9  SHREK FOREVER AFTER from PARAMOUNT HOME ENTERTAINMENT - KIDS FIRST! #10  California Pizza Kitchen #11  McDonalds - Four Stars #12  Pizza Hut #13  The Hershey Hotel is the Best #14  Detroit Science Center #15  Game On! A Review of FIFA SOCCER 11 #16  New Super Mario Bros. Wii #17  Student Work Artifact- Pine Knob  Immersion Phase Supplement Packet  Oakland Schools Literacy Website
5 - Informational Writing: Personal Expertise (Week 18, 6	How can writers create informational books based on areas of personal expertise?	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 2	1. How can writers use mentor text to study the characteristics of informational		<u>Professional Resources</u> Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i> . Portsmouth, NH: Heinemann.

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Weeks)		<p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on</p>	<p>writing and generate ideas?</p> <p>2. How can writers choose topics by considering areas of expertise, audience, and focus?</p> <p>3. How can writers plan and draft their information in organized ways?</p> <p>4. How can writers re-read and revise using a toolbox of elaboration strategies to increase the amount of information they give?</p> <p>5. How can writers re-read and revise using a toolbox of elaboration strategies to add a variety of information?</p> <p>6. How can writers</p>		<p>Calkins, Lucy. (2011-2012). <i>A Curricular Plan for the Writing Workshop, Grade 2</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy and Pessah, Laurie. (2003). <i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann.</p> <p>Wiesen, Marika Paez. (2012). <i>A Quick Guide to Teaching Informational Writing, Grade 2</i>. Portsmouth, NH: Heinemann.</p> <p><u>Mentor Text and Student Resources</u></p> <p>Please see Resource Materials Packet.</p> <p> <u>Resource Materials Packet (Word) July 2014</u></p> <p> <u>Resource Materials Packet (PDF) July 2014</u></p> <p> <u>Immersion Phase Supplement Packet</u></p> <p> <u>Oakland Schools Literacy Website</u></p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>a single topic to produce a report; record science observations).</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>Language</p> <p>2. Demonstrate command of the conventions of standard English capitalization,</p>	<p>prepare to publish by revising and editing?</p>		

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>punctuation, and spelling when writing.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2a. Capitalize holidays, product names, and geographic names.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
6 - Realistic Fiction (Week 24, 6 Weeks)	How do writers develop a well-elaborated realistic fiction story?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 2 Writing</p> <p>3. Write narratives to</p>	<p>1. How do writers study mentor text to identify characteristic s of effective fiction pieces and frame their writing?</p>		<p><u>Professional Resources</u></p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2011-2012). <i>A Curricular</i></p>





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and</p>	<p>2. How do writers draw on everything they know to create fiction stories?</p> <p>3. How do writers revisit the qualities of good writing to develop believable fiction pieces?</p> <p>4. How do writers select their best work to revise, edit and publish?</p>		<p><i>Plan for the Writing Workshop, Grade 2.</i> Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2009). <i>A Quick Guide to Teaching Second-Grade Writers with Units of Study</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2003). <i>Units of Study for Primary Writers: A Yearlong Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p>Parson, Stephanie. (2007). <i>Second Grade Writers: Units of Study to Help Children Focus on Audience and Purpose</i>. Portsmouth, NH: Heinemann.</p> <p><u>Mentor Text and Student Resources</u></p> <p>Please see Resource Packet.</p> <p> Resource Materials Packet (Word) July 2014</p> <p> Resource Materials Packet (PDF) July 2014</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Presentation of Knowledge and Ideas</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2a. Capitalize holidays, product names, and geographic names.</p> <p>L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
7 -Shared Research & Info Writ: Desc. Reports <i>(Week 30, 6 Weeks)</i>	<p>How do writers engage in shared research to gather information about a topic, organize it, and share it with an audience?</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 2 Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and</p>	<ol style="list-style-type: none"> How do writers learn from mentor text the qualities of effective informational text? How do writers access and confirm prior knowledge of 		<p><u>Professional Resources</u></p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2011-2012). <i>A Curricular Plan for the Writing Workshop, Grade 2</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy and Pessah, Laurie. (2003).</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating</p>	<p>a topic?</p> <p>3. How do writers research to gather and record information?</p> <p>4. How do writers plan and draft information in an organized way?</p> <p>5. How do writers reread and revise using strategies to increase the amount and quality of information given?</p> <p>6. How do writers prepare for publication by checking spelling and punctuation before sharing their work with others?</p> <p>7. How do writers share their work with others?</p>		<p><i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann.</p> <p>*Stead, Tony and Hoyt, Linda. (2010). <i>Explorations in Nonfiction Writing, Grade 2</i>. Portsmouth, NH: Heinemann.</p> <p>*Stead, Tony. (2005). <i>Reality Checks: Teaching Reading Comprehension with Non-Fiction K-5</i>. Portland, MA: Stenhouse.</p> <p>Stead, Tony. (2002). <i>Is that a Fact? Teaching Nonfiction Writing K-3</i>. Portland, MA: Stenhouse.</p> <p>*Wiesen, Marika Paez. (2012). <i>A Quick Guide to Teaching Informational Writing, Grade 2</i>. Portsmouth, NH: Heinemann.</p> <p><i>*highly recommend</i></p> <p><u>Mentor Text and Student Resources</u></p> <p>Please see Resource Materials Packet.</p> <p> Resource Materials Packet (Word) July 2014</p> <p> Resource Materials Packet (PDF) July 2014</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>understanding of the subject under investigation.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1a. Follow agreed-upon</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>formal English when indicated or appropriate.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2a. Capitalize holidays, product names, and geographic</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>names.</p> <p>L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including</p>			



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			








Writing 3 (M)



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
1. Launching with True Stories (Week 1, 6 Weeks)	How do students write well elaborated true stories based on their own experiences?	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 3 Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3c. Use temporal words and phrases to signal event order. W.3.3d. Provide a sense of closure. Production and Distribution of Writing 4. Produce clear and coherent	1. How do writers study mentor text to identify characteristics of effective fiction pieces and frame their writing? 2. How do writers apply the writing process to construct true stories with independence? 3. How do writers use a repertoire of strategies to become storytellers? 4. How do writers write with independence using the writing process to author stories? 5. How do writers use revision and editing strategies to publish true stories?		Professional Resources <ul style="list-style-type: none"> Calkins, Lucy. (2011-2012). <i>A Curricular Plan for the Writing Workshop, Grade 2</i>. Portsmouth, NH: Heinemann. Calkins, Lucy and Pessah, Laurie. (2003). <i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann. Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann. Calkins, Lucy. (2015). <i>Writing Pathways, Performance Assessments and Learning Progressions</i>. Portsmouth, NH: Heinemann. Davis, Judy and Hill, Sharon. (2003). <i>The No-Nonsense Guide to Teaching Writing</i>. Portsmouth, NH: Heinemann. Fletcher, Ralph. (2000). <i>How Writers Work</i>. New York, NY: Harper Trophy.






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for</p>			<ul style="list-style-type: none"> Fletcher, Ralph. (1999). <i>Live Writing</i>. New York. NY: Avon Camelot. Fletcher, Ralph. (1993) <i>What a Writer Needs</i>. Portsmouth, NH: Heinemann. Lane, Barry. (1993) <i>After the End: Teaching and Learning Creative Revision</i>. Portsmouth, NH: Heinemann <p>Student exemplars are in the process of being collected. They will be uploaded at a later date.</p> <p> Resource Materials Packet</p> <p> Immersion Phase Supplemental Packet</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		Best Practices and Council of Chief State School Officers. All rights reserved.			
2. Persuasive Essay (Week 7, 6 Weeks)	How do writers write a persuasive essay to convince others to agree and care about their cause?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 3</p> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1b. Provide reasons that support the opinion.</p> <p>W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1d. Provide a concluding statement or section.</p> <p>Production and Distribution of Writing</p>	<ol style="list-style-type: none"> 1. How do writers generate and rehearse their persuasive essay? 2. How do writers plan and draft their persuasive essays? 3. How do writers revise and edit to make their persuasive essay more effective? 4. How do writers share their persuasive essays with the world to make a change? 		<p>Professional Resources</p> <ul style="list-style-type: none"> • Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy. (2015). <i>Writing Pathways: Performance Assessments and Learning Progressions</i>. Portsmouth, NH: Heinemann. • Caine, Karen. (2006). <i>Writing to Persuade</i>. Portsmouth, NH: Heinemann. <p>  Resource Materials Packet  Immersion Phase Supplement Packet  Student Essay Samples  Teacher Essay Sample  Teacher-created Materials </p>


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Language</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2a. Capitalize appropriate words in titles.</p> <p>L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.3.3a. Choose words and phrases for effect.*</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
3. Information Writing: Personal Expertise <i>(Week 13, 5 Weeks)</i>	<p>How do writers write informative text to examine a topic and convey information and ideas clearly?</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 3 Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding</p>	<ol style="list-style-type: none"> 1. How do writers use mentor text to study characteristics of information writing and generate ideas? 2. How do writers choose topics by considering focused areas of expertise? 3. How do writers begin to organize information and write chapters? 4. How do writers elaborate to increase the volume of what they're writing? 5. How do writers elaborate to 		<p>Professional Resources</p> <ul style="list-style-type: none"> • Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy & Colleagues from The Reading & Writing Project. (2011) <i>A Curricular Plan For The Writing Workshop, Grade 3</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy & Cruz, Colleen. (2013) <i>The Art of Information Writing</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy. (2015). <i>Writing Pathways:</i>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>comprehension.</p> <p>W.3.2b. Develop the topic with facts, definitions, and details.</p> <p>W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2d. Provide a concluding statement or section.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.3.9. (Begins in grade 4)</p>	<p>add a variety of information?</p> <p>6. How do writers revise and edit their writing to prepare for publishing?</p>		<p><i>Performance Assessments and Learning Progressions.</i> Portsmouth, NH: Heinemann.</p> <ul style="list-style-type: none"> Wiesen, Marika Paez. (2012) <i>Workshop Help Desk: A Quick Guide to Information Writing.</i> Portsmouth, NH Heinemann. <p> Resource Materials Packet</p> <p> Immersion Phase Supplement Packet</p> <p> Student Informational Writing Samples</p> <p> Teacher Informational Writing Samples</p> <p> Teacher-created Materials</p>


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
4. Writing Literary Essay <i>(Week 18, 5 Weeks)</i>	How do writers interpret text and share their opinions about their thinking?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 3</p> <hr/> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1a. Introduce the topic or text</p>	<ol style="list-style-type: none"> 1. How do writers use mentor texts to study characteristics of literary essay writing and generate writing ideas? 2. How do writers generate and rehearse their literary essays? 3. How do writers plan and draft their literary essays? 		<p>Professional Resources</p> <ul style="list-style-type: none"> • Calkins, Lucy. (2015) <i>Writing Pathways: Performance Assessments and Learning Progressions</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy. (2013) <i>The Literary Essay: Writing about Fiction</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy. (2013). <i>Units of Study in Opinion</i>,

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1b. Provide reasons that support the opinion.</p> <p>W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1d. Provide a concluding statement or section.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>4. How do writers revise and edit to make their literary essays more convincing?</p> <p>5. How do writers independently plan and publish their essays?</p>		<p><i>Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum.</i> Portsmouth, NH: Heinemann.</p> <ul style="list-style-type: none"> • Calkins, Lucy. (2011). <i>A Curricular Plan for The Writing Workshop.</i> Portsmouth, NH: Heinemann. • Angeillo, Janet. (2003) <i>Writing About Reading.</i> Portsmouth, NH: Heinemann. <p> Resource Materials Packet</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.3.9. (Begins in grade 4)</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of</p>			


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
5. Poetry: Discovering the Voice Inside Your Heart (Week 23, 5 Weeks)	How do writers use the power of language to write poetry?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 3</p> <hr/> <p>Reading: Literature Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each</p>	<ol style="list-style-type: none"> How do writers collect and study mentor poems as inspiration to begin writing notebook entries? How do writers move out of their notebooks to draft and revise while studying poetic craft? How do writers edit their poetry and prepare for publishing? 		<p>Professional Resources</p> <ul style="list-style-type: none"> Atwell, Nancie. (2002). <i>Lessons That Change Writers</i>. Portsmouth, NH: Firsthand. Davis, Judy & Hill, Sharon. (2003). <i>The No-Nonsense Guide to Teaching Writing: Strategies, Structures, Solutions</i>. Portsmouth, NH: Heinemann. Dunning, Stephen and Stafford, William. (1992). <i>Getting the Knack: 20 Poems 20</i>. Urbana, IL: NCTE. Calkins, Lucy. (2015). <i>Writing Pathways: Performance Assessments and Learning Progressions</i>.

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>other and the whole.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and</p>			<p>Portsmouth, NH: Heinemann.</p> <ul style="list-style-type: none"> • Fletcher, Ralph. (2002). <i>Poetry Matters: Writing a Poem from the Inside Out</i>. New York: Harper Trophy. • Fletcher, Ralph & Portalupi, Joann. (2007). <i>Craft Lessons: Teaching Writing K-8. Second Edition</i>. Portland, ME: Stenhouse. • Graves, Donald. (1992). <i>The Reading/Writing Teacher's Companion: Explore Poetry</i>. Portsmouth, NH: Heinemann. • Heard, Georgia. (1999). <i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i>. Portsmouth, NH: Heinemann. (Highly recommended resource) • Heard, Georgia. (2013). <i>Poetry Lessons to Meet the Common Core State Standards: Exemplar Poems with Engaging Lessons and Response Activities That Help Students Read, Understand, and Appreciate Poetry</i>. New York, NY: Scholastic. (Highly recommended resource) • Ray, Katie Wood. (1999). <i>Wondrous Words:</i>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>strengthen writing as needed by planning, revising, and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			<p><i>Writers and Writing in the Elementary Classroom.</i> Urbana, IL: NCTE</p> <ul style="list-style-type: none"> Routman, Regie. (2000). <i>Kids' Poems: Teaching Third & Fourth Graders to Love Writing Poetry.</i> New York, NY: Scholastic. Tiedt, Iris McClellan. (2002). <i>Tiger Lilies, Toadstools, and Thunderbolts: Engaging K-8 Students with Poetry.</i> Newark: DE: IRA. <p> Resource Materials Packet</p>
6. Informational Research Writing (Week 28, 6 Weeks)	How do writers use research in the content areas in order to clearly convey information and ideas in writing?	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 3 Writing 2. Write informative/explanatory texts to examine and convey	1. How do writers use mentor text to study characteristics of magazine articles? 2. How do writers		Professional Resources <ul style="list-style-type: none"> Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A</i>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2b. Develop the topic with facts, definitions, and details.</p> <p>W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2d. Provide a concluding statement or section.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>prepare and plan their research projects?</p> <p>3. How do writers use research to guide them in drafting a logical structure?</p> <p>4. How do writers elaborate using details of effective magazine articles?</p> <p>5. How do writers revise and edit their writing to prepare for publishing?</p>		<p><i>Common Core Workshop Curriculum.</i> Portsmouth, NH: Heinemann.</p> <ul style="list-style-type: none"> • Calkins, Lucy. (2015). <i>Writing Pathways: Performance Assessments and Learning Progressions.</i> Portsmouth, NH: Heinemann. • Calkins, Lucy & Butler-Smith Emily (2013) <i>The Lens of History: Research Reports.</i> Portsmouth, NH: Heinemann. • Calkins, Lucy & Cockerille. (2013) <i>Bringing History to Life.</i> Portsmouth, NH: Heinemann. • Calkins, Lucy & Colleagues from The Reading & Writing Project. (2011) <i>A Curricular Plan For The Writing Workshop, Grades 3, 4, and 5.</i> Portsmouth, NH: Heinemann. • Calkins, Lucy & Cruz, Colleen. (2013) <i>The Art of Information Writing.</i> Portsmouth, NH: Heinemann. • Edutopia. (2008) <i>Why Schools Embrace Integrated Studies: It Fosters a Way of Learning that Mimics Real Life.</i> www.edutopia.org.

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and</p>			<ul style="list-style-type: none"> • Fletcher, Ralph & Portalupi, Joann. (2001) <i>Nonfiction Craft Lessons: Teaching Information Writing K-8</i>. Portland, ME: Stenhouse Publishers. • Lasse, Lois & Clemmons, Joan. (1998) <i>Helping Students Write the Best Research Reports Ever</i>. Scholastic Professional Books. • Lattimer, Heather. (2003) <i>Thinking through Genre: Units of Study in Reading and Writing Workshops 4-12</i>. Portland, ME: Stenhouse Publishers. • Ray, Katie Wood. (2006) <i>Study Driven: A Framework for Planning Units of Study in the Writing Workshop</i>. Portsmouth, NH: Heinemann. • Routman, Regie (2005) <i>Writing Essentials: Raising Expectations and Results While Simplifying Teaching</i>. Portsmouth, NH: Heinemann. • Stead, Tony. (2005) <i>Reality Checks: Teaching Reading Comprehension with Nonfiction K-5</i>. Portland, ME: Stenhouse. • Stead, Tony & Hoyt, Linda. (2010) <i>Explorations in Nonfiction Writing, Grade 2</i>. Portsmouth, NH:

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>			<p>Heinemann, Firsthand.</p> <ul style="list-style-type: none"> Wiesen, Marika Paez. (2012) <i>Workshop Help Desk: A Quick Guide to Information Writing</i>. Portsmouth, NH: Heinemann. <p> Resource Materials Packet</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2a. Capitalize appropriate words in titles.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.3.3a. Choose words and phrases for effect.*</p> <p>© Copyright 2010. National Governors Association Center for</p>			



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Writing 4 (M)



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
1. Launching with Realistic Fiction Stories (Week 1, 6 Weeks)	How do writers write an elaborate realistic fiction story that focuses on an important message?	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 4 Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.4.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events. W.4.3d. Use concrete words and phrases and sensory details to convey experiences and events	1. How do writers study mentor text to identify characteristics of effective fiction pieces and frame their writing? 2. How do writers craft stories and characters for realistic fiction? 3. How do writers draft and revise to build believable characters and stories? 4. How do writers think about an audience as they prepare to publish? 5. How do writers independently plan and publish realistic fiction?		Professional Resources <ul style="list-style-type: none"> Calkins, Lucy. (2015). <i>Writing Pathways, Performance Assessments and Learning Progressions</i>. Portsmouth, NH: Heinemann. Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann. Calkins, Lucy. (2011-2012). <i>A Curricular Plan for the Writing Workshop, Grade 2</i>. Portsmouth, NH: Heinemann. Calkins, Lucy and Pessah, Laurie. (2003). <i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann. Davis, Judy and Hill, Sharon. (2003). <i>The No-Nonsense Guide to Teaching Writing</i>. Portsmouth, NH: Heinemann.

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>precisely.</p> <p>W.4.3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts,</p>			<ul style="list-style-type: none"> Fletcher, Ralph. (2000). <i>How Writers Work</i>. New York. NY: Harper Trophy. Fletcher, Ralph. (1999). <i>Live Writing</i>. New York. NY: Avon Camelot. Fletcher, Ralph. (1993) <i>What a Writer Needs</i>. Portsmouth, NH: Heinemann. Lane, Barry. (1993) <i>After the End: Teaching and Learning Creative Revision</i>. Portsmouth, NH: Heinemann. <p>Student exemplars are in the process of being collected. They will be uploaded at a later date.</p> <p> Resource Materials Packet</p> <p> Immersion Phase Supplement Packet</p>






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>words, or actions].”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
2. Persuasive Essays (Week 7, 5 Weeks)	How do writers make a personal argument and use persuasive essays to showcase their opinions and reasons that support their thinking?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 4 Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>	<ol style="list-style-type: none"> How do writers generate and rehearse their persuasive essay? How do writers plan and draft their persuasive essays? How do writers revise and edit to make their persuasive essay more 		Professional Resources <ul style="list-style-type: none"> Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann. Calkins, Lucy. (2015). <i>Writing Pathways:</i>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>relevant and sufficient evidence.</p> <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.4.1b. Provide reasons that are supported by facts and details.</p> <p>W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W.4.1d. Provide a concluding statement or section related to the opinion presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>effective?</p> <p>4. How do writers independently plan and publish persuasive essays?</p>		<p><i>Performance Assessments and Learning Progressions.</i> Portsmouth, NH: Heinemann.</p> <ul style="list-style-type: none"> Caine, Karen. (2006). <i>Writing to Persuade.</i> Portsmouth, NH: Heinemann. <p> Resource Materials Packet</p> <p> Immersion Phase Supplement Packet</p> <p> Student Essay Samples</p> <p> Teacher Essay Sample</p> <p> Teacher-created Materials</p>


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2a. Use correct capitalization.</p> <p>L.4.2b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3a. Choose words and phrases to convey ideas precisely.*</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
3. Literary Non-fiction: Personal Expertise (Week 12, 5 Weeks)	How do writers write literary non-fiction on a personal expertise topic?	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 4	1. How do writers use mentor texts to study characteristics of information writing and generate		Professional Resources <ul style="list-style-type: none"> Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A</i>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>	<p>writing ideas?</p> <p>2. How do writers select topics and plan the structure of their information writing?</p> <p>3. How do writers begin to plan and draft each chapter?</p> <p>4. How do writers make intentional craft decisions to elaborate their writing?</p> <p>5. How do writers build on their information writing with greater independence ?</p> <p>6. How do writers revise and edit their writing to prepare for publishing?</p>		<p><i>Common Core Workshop Curriculum.</i> Portsmouth, NH: Heinemann.</p> <ul style="list-style-type: none"> • Calkins, Lucy & Colleagues from The Reading & Writing Project. (2011) <i>A Curricular Plan for the Writing Workshop, Grade 4</i> . Portsmouth, NH: Heinemann. • Calkins, Lucy & Cruz, Colleen. (2013) <i>The Art of Information Writing.</i> Portsmouth, NH: Heinemann. • Calkins, Lucy & Cockerille, Anna Gratz. (2013) <i>Bringing History to Life.</i> Portsmouth, NH: Heinemann. • Calkins, Lucy. (2015). <i>Writing Pathways: Performance Assessments and Learning Progressions.</i> Portsmouth, NH: Heinemann. • Ruzzo, Karen & Sacco, Mary Anne. (2004) <i>Significant Studies for Second Grade: Reading and Writing Investigations for Children.</i> Portsmouth, NH: Heinemann. • Wiesen, Marika Paez. (2012) <i>Workshop Help Desk: A Quick Guide to Information Writing.</i> Portsmouth, NH

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>task, purpose, and audience.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			<p>Heinemann.</p> <p> Resource Materials Packet</p> <p> Immersion Phase Supplement Packet</p> <p> Student Informational Writing Samples</p> <p> Teacher Informational Writing Sample</p> <p> Teacher-created Materials</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
4. Writing Literary Essay <i>(Week 17, 5 Weeks)</i>	<p>How do writers interpret and write their opinions of literature by stating their claim with reasons and evidence to support their thinking?</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <hr/> <p>MI: Grade 4</p> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>1. How do Writers use mentor text to study characteristics of Literary Essay writing and generate writing ideas?</p> <p>2. How do Writers generate and rehearse their literary essays?</p> <p>3. How do Writers plan and draft their literary essays?</p> <p>4. How do Writers grow their thinking for literary essay?</p> <p>5. How do Writers</p>		<p>Professional Resources</p> <ul style="list-style-type: none"> • Angeillo, Janet. (2003) <i>Writing About Reading</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy. (2015) <i>Writing Pathways: Performance Assessments and Learning Progressions</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy. (2013) <i>The Literary Essay: Writing about Fiction</i>.

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.4.1b. Provide reasons that are supported by facts and details.</p> <p>W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W.4.1d. Provide a concluding statement or section related to the opinion presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and</p>	<p>revise and edit to make their pieces more effective?</p> <p>6. How do Writers independently plan and publish their literary essay?</p>		<p>Portsmouth, NH: Heinemann.</p> <ul style="list-style-type: none"> • Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy. (2011). <i>A Curricular Plan for The Writing Workshop</i>. Portsmouth, NH: Heinemann. <p> Resource Materials Packet</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>collaborate with others.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Language</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2a. Use correct capitalization.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.4.3a. Choose words and phrases to convey ideas precisely.*</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
5. Building and Writing Personal Poetry Anthologie (Week 22, 5 Weeks)	How do writers become more analytical and interpretive in their poetry writing?	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 4 <hr/> Reading: Literature 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	1. How do writers collect, study, and interpret mentor poems as a springboard for poetic notebook entries? 2. How do		Professional Resources <ul style="list-style-type: none"> Atwell, Nancie. (2002). <i>Lessons That Change Writers</i>. Portsmouth, NH: Firsthand. Davis, Judy & Hill, Sharon. (2003). <i>The No-Nonsense Guide to Teaching Writing: Strategies, Structures,</i>


Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.4.5. With guidance and support</p>	<p>writers move out of their notebooks to draft and revise with poetic craft?</p> <p>3. How do writers edit their poetry and prepare to publish it?</p>		<p><i>Solutions</i>. Portsmouth, NH: Heinemann.</p> <ul style="list-style-type: none"> • Dunning, Stephen and Stafford, William. (1992). <i>Getting the Knack: 20 Poems</i> 20. Urbana, IL: NCTE. • Calkins, Lucy. (2015). <i>Writing Pathways: Performance Assessments and Learning Progressions</i>. Portsmouth, NH: Heinemann. • Fletcher, Ralph. (2002). <i>Poetry Matters: Writing a Poem from the Inside Out</i>. New York: Harper Trophy. • Fletcher, Ralph & Portalupi, Joann. (2007). <i>Craft Lessons: Teaching Writing K-8. Second Edition</i>. Portland, ME: Stenhouse. • Graves, Donald. (1992). <i>The Reading/Writing Teacher's Companion: Explore Poetry</i>. Portsmouth, NH: Heinemann. • Heard, Georgia. (1999). <i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i>. Portsmouth, NH: Heinemann. (Highly recommended resource)

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			<ul style="list-style-type: none"> • Heard, Georgia. (2016). <i>Heart Maps: Helping Students Create and Craft Authentic Writing</i>. Portsmouth, NH: Heinemann. • Heard, Georgia. (2013). <i>Poetry Lessons to Meet the Common Core State Standards: Exemplar Poems with Engaging Lessons and Response Activities That Help Students Read, Understand, and Appreciate Poetry</i>. New York, NY: Scholastic. (Highly recommended resource) • Ray, Katie Wood. (1999). <i>Wondrous Words: Writers and Writing in the Elementary Classroom</i>. Urbana, IL: NCTE • Routman, Regie. (2000). <i>Kids' Poems: Teaching Third & Fourth Graders to Love Writing Poetry</i>. New York, NY: Scholastic. • Tiedt, Iris McClellan. (2002). <i>Tiger Lilies, Toadstools, and Thunderbolts: Engaging K-8 Students with Poetry</i>. Newark: DE: IRA.



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
6. Informational Research Writing (Week 27, 6 Weeks)	How do Writers use research to write in the content areas in order to clearly convey information and ideas?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 4</p> <hr/> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>1. How do Writers use mentor text to study characteristics of news articles?</p> <p>2. How do Writers prepare and plan their research projects?</p> <p>3. How do Writers draft in a logical structure, using research to guide them?</p> <p>4. How do Writers elaborate using details of effective news articles?</p> <p>5. How do Writers revise and edit their writing to prepare for publishing?</p>		<p>Professional Resources</p> <ul style="list-style-type: none"> Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann. Calkins, Lucy. (2015). <i>Writing Pathways: Performance Assessments and Learning Progressions</i>. Portsmouth, NH: Heinemann. Calkins, Lucy & Butler-Smith Emily (2013) <i>The Lens of History: Research Reports</i>. Portsmouth, NH: Heinemann. Calkins, Lucy & Cockerille. (2013) <i>Bringing History to Life</i>. Portsmouth, NH: Heinemann. Calkins, Lucy & Colleagues from The Reading & Writing Project. (2011) <i>A Curricular Plan For The Writing Workshop, Grades 3, 4, and 5</i>. Portsmouth, NH: Heinemann. Calkins, Lucy & Cruz,

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions,</p>			<p>Colleen. (2013) <i>The Art of Information Writing</i>. Portsmouth, NH: Heinemann.</p> <ul style="list-style-type: none"> • Edutopia. (2008) <i>Why Schools Embrace Integrated Studies: It Fosters a Way of Learning that Mimics Real Life</i>. www.edutopia.org. • Fletcher, Ralph & Portalupi, Joann. (2001) <i>Nonfiction Craft Lessons: Teaching Information Writing K-8</i>. Portland, ME: Stenhouse Publishers. • Lasse, Lois & Clemmons, Joan. (1998) <i>Helping Students Write the Best Research Reports Ever</i>. Scholastic Professional Books. • Lattimer, Heather. (2003) <i>Thinking through Genre: Units of Study in Reading and Writing Workshops 4-12</i>. Portland, ME: Stenhouse Publishers. • Ray, Katie Wood. (2006) <i>Study Driven: A Framework for Planning Units of Study in the Writing Workshop</i>. Portsmouth, NH: Heinemann. • Routman, Regie (2005) <i>Writing Essentials: Raising Expectations</i>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>demonstrating understanding of the subject under investigation.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.4.10. Write routinely over</p>			<p><i>and Results While Simplifying Teaching.</i> Portsmouth, NH: Heinemann.</p> <ul style="list-style-type: none"> • Stead, Tony. (2005) <i>Reality Checks: Teaching Reading Comprehension with Nonfiction K-5.</i> Portland, ME: Stenhouse. • Stead, Tony & Hoyt, Linda. (2010) <i>Explorations in Nonfiction Writing, Grade 2.</i> Portsmouth, NH: Heinemann, Firsthand. • Wiesen, Marika Paez. (2012) <i>Workshop Help Desk: A Quick Guide to Information Writing.</i> Portsmouth, NH: Heinemann. <p> Resource Materials Packet</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>			



Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2a. Use correct capitalization.</p> <p>L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Resources
		<p>reading or listening.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3a. Choose words and phrases to convey ideas precisely.*</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			

Writing 5 (M)








Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Resources
1. Launching with Personal Narrative Stories <i>(Week 1, 6 Weeks)</i>	<p>How do writers write personal narrative stories that elaborate the tension or problem and focus upon an important message or heart of the story?</p>	<p>The Common Core State Standards require Fifth grade students to write narratives in which they orient their reader by establishing a situation and introducing a narrator or characters with the event sequence unfolding naturally. Additionally, students are expected to use details including dialogue, descriptions of actions, thoughts, and feelings, use temporal words and phrases to signal event order, and provide a sense of closure. The goal of this unit is for students to write personal narrative stories that elaborate the tension or problem and focus upon an important message or heart of the story. Students will immerse themselves in age-appropriate personal narrative mentors to discern how these texts tend to go and to gather possible story ideas from turning points within their life experiences. They will draw on everything they've learned from writing small moment stories from Kindergarten- second</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 5 Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<ol style="list-style-type: none"> 1. How do writers use mentor text to study personal narratives? 2. How do writers draw on everything they know to craft personal narratives? 3. How do writers use the writing process to publish personal narratives? 4. How do writers independently plan and publish personal narratives? 	<p>Professional Resources</p> <ul style="list-style-type: none"> • Calkins, Lucy. (2015). <i>Writing Pathways, Performance Assessments and Learning Progressions</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy. (2011-2012). <i>A Curricular Plan for the Writing Workshop, Grade 2</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy and Pessah, Laurie. (2003). <i>Nonfiction Writing: Procedures and Reports</i>. Portsmouth, NH: Heinemann.

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		<p>grade, as well as personal narrative writing in third grade and fourth grades. Additionally, students revisit qualities of good writing and craft to write personal narratives. They will select their best work to revise, edit, and publish.</p> <p>Lessons are designed to teach writers how to navigate through the process: generating story ideas, rehearsing for writing, drafting, rereading, revising and publishing. Mid- unit, children will choose their best work and revise this more deeply and extensively to share with an audience. Students will begin a second personal narrative piece as an independent writing project guided by previous sessions, anchor charts, conferences and small groups. Students will learn ways to raise the level of their writing within their independent writing project working at their own pace within the writing process. The unit culminates with students surveying their growth, recognizing their growing knowledge of good writing, their increasing repertoires of writing strategies and their success with cycling</p>	<p>W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		<p>Student exemplars are in the process of being collected. They will be uploaded at a later date.</p> <p> Resource Materials Packet</p> <p> Immersion Phase Supplement Packet</p>

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		<p>through the writing process in order to name their strengths but also determine future goals.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.9a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.5.10. Write routinely over extended time frames (time</p>		

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			<p>for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
2. Persuasive Essay (Week 8, 6 Weeks)	How do writers write their own arguments which include reasons and evidence for their position on a personal topic?	<p>Fifth graders have strong opinions and persuasive strategies. This unit aims to utilize these strengths in students. Writers will explore a class topic using texts, both digital and print, and reasons for and against the shared topic. Students will work with pre-chosen text sets to write their own position on the shared class topic. Students will learn to develop a solid argument by researching both sides of the issue. Students will read critically, to plan and write their own arguments which include reasons and evidence for their position on the topic.</p> <p>Students will call on what they already know about persuasive essay structure. They will learn to lift evidence from sources</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Grade 5 Writing Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are</p>	<ol style="list-style-type: none"> How do writers use mentor text to study characteristics of opinion writing and form and express an opinion? How do writers rehearse their persuasive essay? How do writers plan and draft their persuasive essays? How do writers revise and edit to make their persuasive essay more effective? How do writers independently plan and publish 	<ul style="list-style-type: none"> Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann. Calkins, Lucy. (2015). <i>Writing Pathways: Performance Assessments and Learning Progressions</i>. Portsmouth, NH: Heinemann. Caine, Karen. (2006). <i>Writing to Persuade</i>. Portsmouth, NH: Heinemann.






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		<p>and to analyze for stronger evidence to support their argument. Writers will use the writing process drafting and revising introductions and conclusions as well as making decisions about the paraphrasing and quotations useful to building their position from the supplied text sets. Students will develop systems for note taking and citing researched sources.</p> <p>Writers will also consider counterclaims and validity within their essay writing. In the final concept of the unit, students will use all they have learned within persuasive essay writing to choose their own idea to take a stand for something that matters to them personally. Students will follow their own pace to effectively argue issues they have identified as needing change in their lives.</p>	<p>logically grouped to support the writer's purpose.</p> <p>W.5.1b. Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1d. Provide a concluding statement or section related to the opinion presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>persuasive essays?</p>	<p> Resource Materials Packet</p> <p> Immersion Phase Supplement Packet</p> <p> Student Essay Samples</p> <p> Teacher Essay Samples</p> <p> Teacher-created Materials</p>

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			<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing</p>		

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			<p>their own clearly and persuasively.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		

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			<p>L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
3.Literary Non-fiction: Extending Info Writing (Week 14, 5 Weeks)	How do writers write literary non-fiction on a personal expertise topic?	The ability to read and write information texts is a critical skill that adults use regularly in both their personal lives and in the job market. Therefore, it is important for elementary	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 5	1. How do writers use mentor text to study characteristics of information writing and generate ideas?	Professional Resources <ul style="list-style-type: none"> Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing</i>


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		<p>students to have a strong foundation with both reading and writing within this text type. The text type of information writing, however, is very broad. Such writing includes genres such as nonfiction books, pamphlets, websites, feature articles, textbooks, research reports, encyclopedias, atlases, guidebooks, and blogs. It is a challenge to pinpoint one type of information text as its own entity, because the text type tends to match the information to which it belongs. For example, information writing written by a travel commentator would most likely be in the text type of a brochure, whereas more specific information about a topic may appear in a feature article or encyclopedia. There is, however, one thing every information text type has in common - each of them expects the writer to teach readers about a topic. Given this correlation, the following unit teaches fifth graders to create an engaging information book about a topic of their own expertise.</p>	<p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ol style="list-style-type: none"> 2. How do writers choose topics and plan the structure of their information writing? 3. How do writers plan and draft in a logical structure? 4. How do writers elaborate through purposeful craft? 5. How do writers push themselves to write more, with greater independence? 6. How do writers revise and edit their writing to prepare for publishing? 	<p><i>Elementary Series: A Common Core Workshop Curriculum.</i> Portsmouth, NH: Heinemann.</p> <ul style="list-style-type: none"> • Calkins, Lucy & Colleagues from The Reading & Writing Project. (2011) <i>A Curricular Plan for the Writing Workshop, Grade 4</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy & Cruz, Colleen. (2013) <i>The Art of Information Writing</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy & Cockerille, Anna Gratz. (2013) <i>Bringing History to Life</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy & Smith, Emily Butler (2013) <i>The Lens of History</i>. Portsmouth, NH: Heinemann. • Calkins, Lucy. (2015). <i>Writing Pathways: Performance Assessments and Learning Progressions</i>. Portsmouth, NH: Heinemann.

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		<p>It is true, in the subject of writing especially, that the writer can only engage readers in a topic if the writer herself is engaged in that same topic. It is important then, for young writers to write about self-selected topics of great personal interest, in order to focus on learning the appropriate structures of information writing.</p> <p>This unit will invite fifth graders to publish a voice-filled non-fiction picture book. And, because it is assumed that fifth graders have been in an aligned system of Writing Workshop from grades K-4, this unit expects students to do so within a more literary non-fiction context. Katie Wood Ray defines literary non-fiction as: <i>“Any non-fiction writing in any container that does the work of informing and engaging.”</i> [Study Driven, 2006, p. 215] In other words, literary non-fiction is more than ‘report writing’ - it engages. But, just like any type of information text, literary non-fiction is also broad and takes on its own structures. The mentor texts that align with this unit will provide insight into</p>	<p>W.5.2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>8. Gather relevant information from</p>		<ul style="list-style-type: none"> Ruzzo, Karen & Sacco, Mary Anne. (2004) <i>Significant Studies for Second Grade: Reading and Writing Investigations for Children</i>. Portsmouth, NH: Heinemann. Wiesen, Marika Paez. (2012) <i>Workshop Help Desk: A Quick Guide to Information Writing</i>. Portsmouth, NH Heinemann. <p> Resource Materials Packet</p> <p> Immersion Phase Supplement Packet</p> <p> Student Informational Writing Samples</p> <p> Teacher Informational Writing Samples</p> <p> Teacher-created Materials</p>

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		<p>the structures they emphasize.</p> <p>As stated, the unit focuses on students selecting topics of great personal interest that they know a lot about and could teach others. Yet, the unit also has the potential to focus on content area topics of expertise, if teachers would like to attempt such work. For example, if the class has recently finished studying 'Westward Expansion' in social studies, students could choose to write information books about self-selected expertise topics within that particular subject (i.e. The Gold Rush, The Oregon Trail, The Pony Express, etc.).</p> <p>Common Core Writing Standard 2 states that fifth graders can do the following: 'Write informative/explanatory texts to examine a topic and convey ideas and information clearly.'</p> <p>This standard goes further to expect appropriate structure (W.5.2.a.), elaboration (W.5.2.b.), linking words (W.5.2.c.), precise language, domain</p>	<p>multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.5.10. Write routinely over extended time frames (time</p>		

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		<p>specific vocabulary (W.5.2.d.), and conclusions (W.5.2.e.). In its entirety, Common Core Writing Standard 2 expects fifth graders to organize their information writing within a voice-filled structure, and this unit was created to meet each goal within Common Core Writing Standard 2.</p> <p>This unit will provide a brief introduction to standards W.5.7, W.5.8, and W.5.9 which expects fifth graders to participate in research during their writing projects. Later in the school year, MAISA units will explore this standard in more depth, devoting an entire unit of study to the complex task of researching within an information text type. It is expected that the following unit of <i>'Literary Nonfiction: Extending Information Writing,'</i> will set-up a solid foundation for expository writing structure, so fifth graders can later conduct research-based writing projects with greater ease.</p>	<p>for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
4. Writing Literary Essay	How do opinion writers structure their	Fifth graders have already written using their opinion strategies with Unit 2:	MI: ELA & Literacy in History/Social Studies,	1. How do writers use mentor text to study	Professional Resources


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(Week 20, 5 Weeks)	literary essays in order to share their interpretations or claims with their readers?	<p>Persuasive Essays. This unit aims to utilize and build upon these strengths in students. Writers will make a personal interpretation of a text (short story) they have read and talked about during read aloud with accountable talk or on their own. They will use literary essays to showcase their opinions/interpretations and reasons that support their thinking. This unit is geared to run alongside the MAISA Reading Unit 4 – Interpretative and Analytic Reading. Unit 4 in Reading and Unit 4 in Writing may be taught in tandem. Reading unit sessions 1-5 are taught while Immersion sessions 1-5 are occurring in the writing unit of study. It is planned that session 6 of the reading unit would align with session 1 of this unit. (See Session 1 for more information.) The focus will be around building strong readers and writers of literary essays that includes a claim with supports and convincing evidence.</p> <p>Through a study of mentor texts, which are teacher and student written, fifth</p>	<p>Science, & Technical Subjects K-5 MI: Grade 5</p> <hr/> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>W.5.1b. Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1d. Provide a concluding statement or section related to the opinion presented.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development,</p>	<p>characteristics of Literary Essay writing and generate writing ideas?</p> <p>2. How do writers generate and rehearse their literary essays?</p> <p>3. How do writers plan and draft literary essays?</p> <p>4. How do writers write compare and contrast literary essays?</p> <p>5. How do writers revise and edit to make their pieces more effective?</p> <p>6. How do writers independently plan and publish their literary essays?</p>	<ul style="list-style-type: none"> Calkins, Lucy. (2015) <i>Writing Pathways: Performance Assessments and Learning Progressions</i>. Portsmouth, NH: Heinemann. Calkins, Lucy. (2013) <i>The Literary Essay: Writing about Fiction</i>. Portsmouth, NH: Heinemann. Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann. Calkins, Lucy. (2011). <i>A Curricular Plan for The Writing Workshop</i>. Portsmouth, NH: Heinemann. Angeillo, Janet. (2003) <i>Writing About Reading</i>. Portsmouth, NH: Heinemann.

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		<p>grade writers will learn how opinion writers structure their literary essays in order to share their interpretations or claims with their readers. They will learn to choose evidence that proves their supports for their interpretations. They will look at the qualities of writing that make opinion writing powerful and move the reader to have lasting thoughts and conversations about a piece of text. Fifth graders will additionally write a compare and contrast literary essay focused on two related short stories with shared themes or character development. They will further develop and strengthen their writing by cycling through the process of generating ideas, planning, revising, editing, and publicly sharing their opinions with an interested audience.</p>	<p>organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.9a. Apply grade 5 Reading standards to literature (e.g., “Compare and</p>		 Resource Materials Packet

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			<p>contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
5. Memoir: Writing and Reflecting on Life <i>(Week 25, 5 Weeks)</i>	How do writers reflect on their lives and share these moments in a memoir?	Memoir is a genre that works to personally connect with students on an emotional level like no other writing can do – and fifth graders are at the perfect time in their lives to write one. Memoir invites students to reflect on life	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 5 Writing 3. Write narratives to develop real or imagined experiences or events	How do writers study mentor memoirs and generate notebook entries as memoirists do? How do writers move out of their notebooks to write a first draft?	Professional Resources <ul style="list-style-type: none"> Anderson, Jeff (2005). <i>Mechanically Inclined: Building grammar, usage, and style into writer’s workshop.</i>

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		<p>experiences and understand the significance behind each one, determining a theme for their lives or that experience. Memoirists are honest. They determine what is most important to tell about their lives, speaking to the world in a way that says: 'This is me. This is who I am. This is what life is like for me.'</p> <p>Fifth grade is a time when writing memoir is magical. Middle school is on the horizon and students are closing the chapter of their years in elementary school. Students are now able to see a world outside themselves and how they're beginning to fit into this bigger picture of life.</p> <p>The word memoir comes from the French word: Memoire which means reminiscence or memory, hence the essence of this unit. Similar genres such as autobiographies account for the author's entire life in a chronological order. Memoir, on the other hand, contains a mere 'slice of life' – a certain time period, a special relationship, and almost</p>	<p>using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which</p>	<p>How do writers craft a second memoir and revise for depth? How do writers edit their memoirs and prepare for publishing?</p>	<p>Portland, ME: Stenhouse Publishers.</p> <ul style="list-style-type: none"> Atwell, Nancie. (2002). <i>Lessons That Change Writers</i>. Portsmouth, NH: Firsthand. Bomer, Katherine (2005). <i>Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning, and Triumph Over Tests</i>. Portsmouth, NH: Heinemann. Calkins, Lucy. (2015). <i>Writing Pathways: Performance Assessments and Learning Progressions</i>. Portsmouth, NH: Heinemann. Calkins, Lucy & Chiarella, Mary. (2006). <i>Memoir: The Art of Writing Well</i>. Portsmouth, NH: Heinemann Calkins, Lucy & Marron, Alexandra. (2013). <i>Shaping Texts: From Essay and Narrative to Memoir</i>. Portsmouth, NH: Heinemann.

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		<p>always a particular theme or angle on life (Bomer, Katherine. 2005). A memoir is also reflective and retrospective actually, because the writer stands in one place and time and looks back from that vantage point to make meaning.</p> <p>This unit aims to create an environment which opens students' eyes to self-reflection and how their lives and experiences define them as people. Students will discover the power of language and how memoir comes from the heart, building on their previous work from writing poetry and narratives in grades K-4. In this unit, however, students will be lifting the level of their work with goals to write in a more advanced structure of prose while becoming more symbolic and interpretive.</p> <p>Regarding CCSS alignment, this unit aims to meet the following standards: R.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or</p>	<p>the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a</p>		<ul style="list-style-type: none"> • Davis, Judy & Hill, Sharon. (2003). <i>The No-Nonsense Guide to Teaching Writing: Strategies, Structures, Solutions</i>. Portsmouth, NH: Heinemann. • Flnn, Perdlta. (1999). <i>Teaching Memoir Writing: 20 Easy Mini-Lessons & Thought Provoking Activities That Inspire Kids to Reflect on and Write About Their Lives</i>. Scholastic Professional Books. • Fletcher, Ralph. (2007). <i>How to Write Your Life Story</i>. New York, NY: Scholastic. • Fletcher, Ralph & Portalupi, Joann. (2007). <i>Craft Lessons: Teaching Writing K-8. Second Edition</i>. Portland, ME: Stenhouse. • Heard, Georgia. (1999). <i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i>. Portsmouth, NH: Heinemann.


Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Resources
		<p>how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>R.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>R.5.5: Determine how a narrator's or speaker's point of view influences how events are described.</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources.</p> <p>W.5.10: Write routinely over extended time frames and shorter time frames for a range or discipline-</p>	<p>day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<ul style="list-style-type: none"> • Heard, Georgia. (2016). <i>Heart Maps: Helping Students Create and Craft Authentic Writing</i>. Portsmouth, NH: Heinemann. • Heard, Georgia. (2013). <i>Poetry Lessons to Meet the Common Core State Standards: Exemplar Poems with Engaging Lessons and Response Activities That Help Students Read, Understand, and Appreciate Poetry</i>. New York, NY: Scholastic. • Lattimer, Heather. (2003). <i>Thinking Through Genre: Units of Study in Reading and Writing Workshops 4-12</i>. Portland, ME: Stenhouse. • Ray, Katie Wood. (1999). <i>Wondrous Words: Writers and Writing in the Elementary Classroom</i>. Urbana, IL: NCTE <p> Resource Material Packet</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Resources
		<p>specific tasks, purposes, and audiences.</p> <p>This unit focuses on the following concepts:</p> <ul style="list-style-type: none"> immersing students in mentor text to study the purpose, structure and characteristics of memoir generating reflective notebook entries as seed ideas drafting and studying craft tools of memoir for elaboration and development re-reading and revising memoir using a toolbox of strategies related to memoir writing preparing to publish memoir through further revision and editing <p>The unit culminates with students engaging in a celebration activity to acknowledge completion of their hard work and growth as memoirists.</p>			

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Resources
6. Informational Research Writing <i>(Week 30, 7 Weeks)</i>	<p>How do Writers use research to write in the content areas in order to clearly convey information and ideas?</p>	<p>Educators often find it advantageous to integrate subject areas, fostering the learning that mimics real life. Not only do students need to understand the connections between reading, writing, and content area subjects, but teachers can also help them gain knowledge in a way that is true to today's global economy: being comfortable within several disciplines. To this end, the MAISA writers from the reading group, writing group, and social studies group teamed up to integrate the three areas together.</p> <p>This unit is a culmination of the writing work that fifth graders have been doing this entire year. Students have been on a journey, learning how to engage audiences and elaborate ideas. They have drafted, revised, and celebrated their great efforts all year long. Particularly within information writing, students have already grasped the foundational skills necessary to structure their work (See MAISA Unit #3 - 'Literary Non-fiction: Extending Information Writing,' for a</p>	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Grade 5</p> <hr/> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<p>1. How do Writers use mentor text to study characteristics of news articles?</p> <p>2. How do Writers prepare and plan their research projects?</p> <p>3. How do Writers draft their speech manuscript in a logical structure, using research to guide them?</p> <p>4. How do Writers elaborate using details of effective speeches?</p> <p>5. How do Writers revise and edit their writing to prepare for publishing?</p>	<p>Professional Resources</p> <ul style="list-style-type: none"> Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann. Calkins, Lucy. (2015). <i>Writing Pathways: Performance Assessments and Learning Progressions</i>. Portsmouth, NH: Heinemann. Calkins, Lucy & Butler-Smith Emily (2013) <i>The Lens of History: Research Reports</i>. Portsmouth, NH: Heinemann. Calkins, Lucy & Cockerille. (2013) <i>Bringing History to Life</i>. Portsmouth, NH: Heinemann. Calkins, Lucy & Colleagues from The Reading & Writing Project. (2011) <i>A Curricular Plan for The Writing Workshop</i>,

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Resources
		<p>unit directed on information writing structures) and now, this final writing unit will bring fifth graders into the world of research writing within the content area of Social Studies. This unit will provide repeated practice of important information writing skills, but now add the complex task of research.</p> <p>Common Core Writing Standard 2 states that fifth graders can do the following: 'Write informative/explanatory texts to examine a topic and convey ideas and information clearly.' This standard goes further to expect appropriate structure (W.5.2.a.), elaboration (W.5.2.b.), linking words (W.5.2.c.), precise language (W.5.2.d.), and appropriate closure (W.5.2.e). In its entirety, Common Core Writing Standard 2 expects fifth graders to organize their information writing within a voice-filled structure, and this unit was created to assist in working toward those goals. Additional objectives for this unit will align with standard W.5.7, which expects students to</p>	<p>W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding</p>		<p><i>Grades 3, 4, and 5.</i> Portsmouth, NH: Heinemann.</p> <ul style="list-style-type: none"> • Calkins, Lucy & Cruz, Colleen. (2013) <i>The Art of Information Writing.</i> Portsmouth, NH: Heinemann. • Edutopia. (2008) <i>Why Schools Embrace Integrated Studies: It Fosters a Way of Learning that Mimics Real Life.</i> www.edutopia.org. • Fletcher, Ralph & Portalupi, Joann. (2001) <i>Nonfiction Craft Lessons: Teaching Information Writing K-8.</i> Portland, ME: Stenhouse Publishers. • Lasse, Lois & Clemmons, Joan. (1998) <i>Helping Students Write the Best Research Reports Ever.</i> Scholastic Professional Books. • Lattimer, Heather. (2003) <i>Thinking through Genre: Units of Study in Reading and Writing Workshops 4-12.</i> Portland, ME:

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Resources
		<p>participate in short research projects using multiple sources to build knowledge about different aspects of a topic and standard W.5.8 which expects that students summarize or paraphrase information, take notes, and list their sources. Students will bring an understanding of shared research writing experiences from grades K-2, as well as individual research project work from grades 3-4.</p> <p>This unit focuses on the following concepts:</p> <ul style="list-style-type: none"> immersing students in mentor speeches to study the purpose, structure and characteristics of informative speech writing accessing prior knowledge and confirming or disconfirming through research researching information through studying various resources planning and drafting 	<p>skills to type a minimum of two pages in a single sitting.</p> <p>Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.9. Draw evidence from literary or informational texts</p>		<p>Stenhouse Publishers.</p> <ul style="list-style-type: none"> Ray, Katie Wood. (2006) <i>Study Driven: A Framework for Planning Units of Study in the Writing Workshop</i>. Portsmouth, NH: Heinemann. Routman, Regie (2005) <i>Writing Essentials: Raising Expectations and Results While Simplifying Teaching</i>. Portsmouth, NH: Heinemann. Sedniev, Andrii (2012) <i>The Magic of Public Speaking</i>. Primedia E-launch LLC Stead, Tony. (2005) <i>Reality Checks: Teaching Reading Comprehension with Nonfiction K-5</i>. Portland, ME: Stenhouse. Stead, Tony & Hoyt, Linda. (2010) <i>Explorations in Nonfiction Writing, Grade 2</i>. Portsmouth, NH: Heinemann, Firsthand.

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Resources
		<p>information in an organized way</p> <ul style="list-style-type: none"> re-reading and revising content using a toolbox of strategies learning public speaking skills and creating visual displays of data to support the speech's delivery preparing to publish by doing further revision and editing <p>The unit culminates with students engaging in some type of celebration activity.</p> <p>Note: Since this is an integrated unit, teachers may want to consider devoting some of their reading and/or social studies time to some of the writing lessons as many teaching points are addressing reading, writing, and social studies standards. This additional time, even if 10-15 minutes, would assist with providing the opportunity for students to go more in-depth with their work.</p> <p>Reading</p>	<p>to support analysis, reflection, and research.</p> <p>W.5.9b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>		<ul style="list-style-type: none"> Wiesen, Marika Paez. (2012) <i>Workshop Help Desk: A Quick Guide to Information Writing</i>. Portsmouth, NH: Heinemann. <p> Resource Materials Packet</p>

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Resources
		<p>In order to conduct a research project, students will need explicit instruction in reading research. And because this is a writing unit, students will be spending much of their class time writing, rather than researching. Therefore, it will be important for teachers to begin this writing unit after students have spent some time reading research and collecting notes about ‘Freedom’ or the content area topic of their choosing. To assist in the goal of teaching reading research, this unit has been written to align tightly with the companion reading unit for fifth grade: <i>Unit 6 - Informational Research Clubs: Reading, Research, and Writing in the Content Areas</i>. The MAISA writing team advises teachers to begin the companion reading unit 2-3 weeks prior to this writing unit.</p> <p>If using a different reading curriculum, the reading research skills taught in Sessions 1-17 of the companion reading unit should be integrated into</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development,</p>		





Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Resources
		<p>the teacher's reading instruction prior to the beginning of this unit. See companion reading unit for the sequence of lessons. (Note: <i>Unit 6 - Informational Research Clubs: Reading, Research, and Writing in the Content Areas</i> will be mentioned several times throughout the following unit, and from this point forward will be referred to as the companion reading unit.)</p> <p>Social Studies Although designed so that it can be adapted to any content area, careful consideration was taken to choose 'Freedom' as the topic for these research projects. The topic of freedom threads through Social Studies MC5, as well as the companion reading research unit, and teachers will find that it integrates nicely with fifth grade curriculum. If choosing to revise this unit with a different topic, other than Freedom, teachers should make sure to choose one that aligns within content area standards and is not simply a topic of personal interest for students. Please read 'Background Information – Social</p>	<p>and style are appropriate to task, purpose, and audience.</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2e. Spell grade-appropriate words correctly,</p>		

Unit	Overarching and Enduring Understandings	Unit Abstract	Standards / Content Expectations	Essential / Focus Questions	Resources
		Studies' for specific social studies content addressed in both the reading and writing research units.	<p>consulting references as needed.</p> <p>Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		



Writing K (M)










Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
1 - Oral Language Building a Talking Community <i>(Week 1, 3 Weeks)</i>	How do writers use talk to focus, rehearse and share their stories?	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Kindergarten Writing 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively	<ol style="list-style-type: none"> How do writers use mentor text to generate story ideas? How do writers work effectively within a community of writers? How do writers think about and choose meaningful experiences? How do writers rehearse their stories to make them more meaningful for an audience? 		Attitudes Decision Making Development Independence Inquiry Responsibility Transfer	Giacobbe, M.A. & Horn, M. (2007). Talking, drawing, writing: Lessons for our youngest writers. Stenhouse  Resource Materials Packet (Word) June 2014  Resource Materials Packet (PDF) June 2014  Immersion Phase Supplement Packet  Oakland Schools Literacy Website

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b. Continue a conversation through multiple exchanges.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or</p>				

Unit	Overarching and Enduring Understanding s	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessment s	Thinking Strategies	Resources
		<p>through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>6. Adapt speech to a</p>				









Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1f. Produce and expand complete sentences in shared language activities.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
2 - Launching the Writing Workshop <i>(Week 4, 5 Weeks)</i>	How do writers write books about things they know and can do?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Kindergarten Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.K.5. With guidance and support from adults,</p>	<ol style="list-style-type: none"> How do writers use mentor text to study characteristics of Small Moment/Personal Narrative stories and generate story ideas? How do writers learn a process for writing? How do writers use words to tell a story? How do writers read over their writing to add more? How do writers make their writing ready for the world? 		Attitudes Decision Making Development Evaluating Generating Independence Inquiry Organizing Responsibility Reviewing Transfer	<p>Calkins, Lucy. 2003. <i>Units of Study for Primary Writers: A Yearlong Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p> Resource Materials Packet (Word)</p> <p> Writing Process K-2 Color Posters</p> <p> Updated 2nd grade Writing Process Poster</p> <p> Student Work Artifact- Soccer</p> <p> Student Work Artifact- Starting School</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b. Continue a conversation through multiple exchanges.</p>				

Unit	Overarching and Enduring Understanding s	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessment s	Thinking Strategies	Resources
		<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance</p>				

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>understanding of presentations.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Language</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
3 - Label and List in a Content Area (Week 9, 5 Weeks)	How do writers learn to look closely at the world like a scientist and write down what they see?	MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 MI: Kindergarten Writing 2. Write	1. How do writers study mentor text to identify characteristics of effective label and list pieces to frame their		Attitudes Decision Making Development Evaluating Generating Independence Inquiry Organizing Responsibility	Calkins, Lucy. 2011. <i>A Curricular Plan for the Writing Workshop - Kindergarten</i> . Portsmouth, NH: Heinemann. Calkins, Lucy. 2003. <i>Units of Study for Primary Writers: A Yearlong Curriculum</i> . Portsmouth, NH: Heinemann. Calkins, Lucy. (2013). <i>Units of</i>






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as</p>	<p>writing?</p> <p>2. How do writers live and work like scientists?</p> <p>3. How do writers make books just like the ones they read?</p> <p>4. How do writers write more through the elaboration of the pictures and words</p> <p>5. How do writers finish up their books and get ready to go public?</p>		<p>y Reviewing Transfer</p>	<p><i>Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum.</i> Portsmouth, NH: Heinemann.</p> <p> Resource Materials Packet (Word) June 2014</p> <p> Resource Materials Packet (PDF) June 2014</p> <p> Supplemental Resource Packet</p> <p> Student Work Artifact- My Shell</p> <p> Student Work Artifact- Pinecone</p> <p> Student Work Artifact- Big Leaf</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and</p>				

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>adults in small and larger groups.</p> <p>SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b. Continue a conversation through multiple exchanges.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance</p>				

Unit	Overarching and Enduring Understanding s	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessment s	Thinking Strategies	Resources
		<p>understanding of presentations.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>2. Demonstrate command of the</p>				






Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2a. Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
4 - Pattern	How do	MI: ELA & Literacy in	1. How do		Attitudes	Calkins, L. (2011). <i>A Curricular</i>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
Books <i>(Week 14, 4 Weeks)</i>	writers write books like the ones they read?	History/Social Studies, Science, & Technical Subjects K-5 MI: Kindergarten Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	writers use mentor text to write pattern books ? 2. How do writers use pattern books to communicate meaning? 3. How do writers write elaborate pattern books? 4. How do writers finish and publish their pattern books?		Decision Making Development Evaluating Generating Independence Inquiry Organizing Responsibility Reviewing Transfer	<i>Plan for the Writing Workshop - Grade K.</i> Portsmouth, NH. Heinemann Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum.</i> Portsmouth, NH: Heinemann.  Resource Materials Packet (Word)  Student Work Artifact- Vacations  Student Work Artifact- Foods Animals Like  Immersion Phase Supplement Packet  Oakland Schools Literacy Website

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.K.6. Speak audibly and express thoughts,</p>				

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>feelings, and ideas clearly.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2a. Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2b. Recognize and name end punctuation.</p> <p>L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter</p>				

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		relationships. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.				
5 - Growing as Small Moment Writers (Week 18, 5 Weeks)	How do writers write about a focused single event in sequential order on topics that matter most to them?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Kindergarten Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>5. Develop and strengthen writing as</p>	<ol style="list-style-type: none"> How do writers use mentor text to study characteristics of small moment stories and generate story ideas? How do writers think, rehearse, and write small moment stories? How do writers try writing more? How do writers include details, thoughts, and feelings? How do writers 		<p>Decision-making Development Independence Inquiry Problem-solving Responsibility Transfer</p>	<p><u>Teacher Resources</u> <u>Mentor Text</u></p> <p>Bippity Bop Barbershop-Natasha Anastasia Tarpley Hello Ocean- Pam Munoz Ryan</p> <p>Hot Dogs-Beverly Randall (Rigby)</p> <p>In the Meadow-Yukiko Kato</p> <p>Max's Bedtime-Rosemary Wells</p> <p>Molly at the Seashore-Kate Pope and Liz Pope</p> <p>Molly in the Garden-Kate Pope and Liz Pope</p> <p>Night Shift Daddy-Eileen Spinelli</p> <p>Peter's Chair-Ezra Jack Keats</p> <p>The Big Kick-Beverly Randall (Rigby)</p> <p>Wake Up, Dad!-Beverly Randall (Rigby)</p> <p><u>Teacher Reference</u></p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessment	Thinking Strategies	Resources
		<p>needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,</p>	<p>revise, publish and share their best small moment stories?</p>			<p>Calkins, L. - <i>Curricular Plan for Writing Workshop</i></p> <p> http://readingandwritingproject.com</p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p> Resource Materials Packet (Word)</p> <p> Student Work Artifact-Sledding</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>






Unit	Overarching and Enduring Understanding s	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessment s	Thinking Strategies	Resources
		<p>building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b. Continue a conversation through multiple exchanges.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is</p>				

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>not understood.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and</p>				







Unit	Overarching and Enduring Understanding s	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessment s	Thinking Strategies	Resources
		<p>enhance understanding of presentations.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>				

Unit	Overarching and Enduring Understanding s	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessment s	Thinking Strategies	Resources
		<p>L.K.1a. Print many upper- and lowercase letters.</p> <p>L.K.1b. Use frequently occurring nouns and verbs.</p> <p>L.K.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L.K.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1f. Produce and expand complete sentences in shared language activities.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2a. Capitalize the first</p>				

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>word in a sentence and the pronoun I.</p> <p>L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
6 - Opinion Letter (Week 23, 3 Weeks)	How do writers state an opinion about a book in a letter format?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Kindergarten Writing Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ol style="list-style-type: none"> How do writers use mentor text to form opinions about books? How do writers form and support their opinions about books? How do writers write to express an opinion? How do writers revise and 		Evaluating Generating Organizing Planning Reviewing Revising Translating	<p><u>Teacher Resources</u></p> <p>Taylor, Sarah Picard. 2008. <i>A quick guide to teaching persuasive writing</i>. Portsmouth, NH: Heinemann.</p> <p>Student Resources- See Resource materials packet</p> <p><u>Professional Resources</u></p> <p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing</p>	<p>edit to make a piece more effective?</p> <p>5. How do writers go public with audience in mind?</p>			<p> Resource Materials Packet (Word)</p> <p> Student Work Artifact- Little Red Hen</p> <p> Student Work Artifact- Cookie's Week</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>





Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>their own clearly and persuasively.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b. Continue a conversation through multiple exchanges.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or</p>				

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>appropriate.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
7 Writing a Sequence of Instructions : How-To Books (Week 26, 5 Weeks)	How do writers write books that teach others?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Kindergarten Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name</p>	<ol style="list-style-type: none"> How do writers use mentor text to study characteristics of procedural how-to books and generated procedural how-to topics? How do writers think of topics, rehearsing and writing lots of books? How do writers write so that readers can read our writing? How do 		<p>Attitudes</p> <p>Decision Making</p> <p>Development</p> <p>Independence</p> <p>Inquiry</p> <p>Problem Solving</p> <p>Responsibility</p> <p>Transfer</p>	<p>Calkins, Lucy. (2013). <i>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum</i>. Portsmouth, NH: Heinemann.</p> <p> Resource Materials Packet (Word)</p> <p> Student Work Artifact- How To Ride a Bike</p> <p> Student Work Artifact- How To Play Basketball</p> <p> Student Work Artifact- How To Make a Pigeon</p> <p> Immersion Phase Supplement Packet</p> <p> Oakland Schools Literacy Website</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>what they are writing about and supply some information about the topic.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p>	<p>writers revise their how-to books?</p> <p>5. How do writers prepare for publication?</p>			

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b. Continue a conversation through multiple exchanges.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.K.3. Ask and answer questions in order to seek</p>				

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>help, get information, or clarify something that is not understood.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
8 - Informational Writing Personal Expertise <i>(Week 31, 5 Weeks)</i>	How can writers compose informational books to teach others about areas of personal expertise?	<p>MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>MI: Kindergarten Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex</p>	<ol style="list-style-type: none"> How do writers select things they know all about so they can teach others? How do writers plan and write information in an organized way? 		<p>Attitude</p> <p>Decision-making</p> <p>Development</p> <p>Evaluating</p> <p>Generating</p> <p>Independence</p> <p>Inquiry</p> <p>Organizing</p> <p>Responsibility</p> <p>Reviewing</p> <p>Transfer</p>	<p><u>Teacher Resources</u></p> <p>Calkins, Lucy. 2011. <i>A curricular plan for the writing workshop - Kindergarten</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy. 2003. <i>Units of study for primary writers: A yearlong curriculum</i>. Portsmouth, NH: Heinemann.</p> <p>Calkins, Lucy and Pessah, Laurie. 2003. <i>Nonfiction Writing: Procedures and Reports</i>.</p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on</p>	<p>3. How do writers reread and revise by elaborating to make books longer?</p> <p>4. How do writers elaborate by rereading and revising to add text features?</p> <p>5. How do writers select and "fancy up" a piece to share with others?</p>			<p>Portsmouth, NH: Heinemann.</p> <p>Wiesen, Marika Paez. 2012. <i>A Quick Guide to Teaching Informational Writing, Grade 2</i>. Portsmouth, NH: Heinemann.</p> <p><u>Mentor Text and Student Resources</u></p> <p>Please see Resource Materials Packet.</p> <p> <u>Student Work Artifact- Birds</u></p> <p> <u>Unit 8 Resources</u></p> <p> <u>Immersion Phase Supplement Packet</u></p> <p> <u>Oakland Schools Literacy Website</u></p>

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of</p>				

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b. Continue a conversation through multiple exchanges.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and</p>				

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>audience.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the</p>				

Unit	Overarching and Enduring Understandings	Standards / Content Expectations	Essential / Focus Questions	Performance Task / Assessments	Thinking Strategies	Resources
		<p>conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1a. Print many upper- and lowercase letters.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2a. Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter</p>				

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