

UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs OR HSCes	UNIT KEY CONCEPTS	ASSESSMENTS		LESSON BIG IDEAS	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES
			OF LEARNING	FOR LEARNING				
<p>Unit 1 The Geography of Michigan</p> <p>Approximate Pacing: 6 weeks</p> <p>Overarching Question: How does the geography of Michigan affect the way people live?</p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. What is a State? 2. MI -location 3. MI -place 4. MI natural resources 5. The Great Lakes 6. MI – Human/Environment Interaction 7. MI-Movement 8. MI-Region 9. Describing MI Geography 	<p>2 - G2.0.2: Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).</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 physical and human characteristics of Michigan.</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., Great Lakes Region, Midwest).</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.</p> <p>3 - G5.0.1: Locate natural resources in Michigan and explain the consequences of their use.</p> <p>3 - G5.0.2:</p>	<p>Focus Questions</p> <p>How can the five themes of geography be used to describe Michigan?</p> <p>How have people used, adapted to, and modified the environment of Michigan?</p> <p>Types of Thinking:</p> <p>Compare/Contrast Description</p> <p>Key Concepts Geography Great Lakes Human/Environment Interaction Location Movement Natural Resources Place Region</p> <p>Core Democratic Values</p> <p>Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2)</p>	<p>Unit 1 Summative Assessment- See Lesson 10 for performance assessment. (Or go to shared drive for basic)</p>	<p>Lesson 2- Describing the relative location of Mi.</p> <p>Lesson 7- Changing and adapting to the environment</p> <p>Lesson 9- Michigan Regions</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • Geography is the study of places. • Geographers study small places like communities and big places like states and countries. • To study a place geographers ask questions about the place and try to find answers. • A state is one of the fifty parts of our country. • To learn about a state, it can be helpful to think and work like geographers. <p>Lesson 2:</p> <ul style="list-style-type: none"> • To study a place geographers ask the question: Where is the place located? • The absolute location of a place is the exact location of the place. Your address is the absolute location of your house. • The relative location of a place means where the place is in relation to other places. • Direction words like north, south, east, and west are used to describe the relative location of places. <p>Lesson 3:</p> <ul style="list-style-type: none"> • To study a place geographers ask the question: What is the place like? • To answer that question geographers study the natural characteristics of the place. • Natural characteristics include landforms, bodies of water, vegetation and climate. • Special purpose maps can be used to learn about these natural characteristics. • Important landforms of Michigan include peninsulas, islands, mountain ranges and sand dunes. • Important bodies of water include the Great Lakes, inland lakes, rivers and waterfalls. <p>Lesson 4:</p> <ul style="list-style-type: none"> • To study a place geographers ask the question: What is the place like? • To answer that question geographers study the natural characteristics of the place. • Natural characteristics include landforms, bodies of water, vegetation and climate. • Special purpose maps can be used to learn about these natural characteristics. • Forests and orchards are important types of vegetation in Michigan. • Michigan's climate has four seasons and is influenced by the Great Lakes. <p>Lesson 5:</p> <ul style="list-style-type: none"> • To study a place geographers ask the question: What is the place like? • To answer that question geographers study the human characteristics of the place. • Human characteristics are often connected to natural characteristics. For example, people often build bridges across rivers 	<p>Common Activities (Lesson Activities available on shared drive)</p> <p>Lesson 1: Activities: 1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 13 (*see supplemental materials on shared drive to teach 2, 3, 4 in one lesson)</p> <p>Lesson 2: Activities: 1, 2, 3, 5, 6, 7, 8, 9, 10</p> <p>Lesson 3: Activities: 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 19</p> <p>*2-7 Landform Power Point on shared drive *12-15 Water Power Point on shared drive</p> <p>Lesson 4: Activities: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13</p> <p>*5 Michigan Forest & Orchard Power Point on shared drive</p> <p>Lesson 5: Activities: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12,</p>	<p>Lesson 1: Geography State Geographer Natural characteristics Human characteristics County Border Government</p> <p>Lesson 2: Location Absolute location Relative location Direction words Map</p> <p>Lesson 3: Natural characteristics Place Landforms Peninsula Island Special purpose maps Elevation Mountain range Sand dunes The Great Lakes Bay Glacier</p> <p>Lesson 4: Natural characteristics Place Vegetation Climate Temperature Precipitation</p> <p>Lesson 5: Human characteristics Place Lighthouse</p> <p>Lesson 6: Human/environment Interaction Natural resources Fertile soil</p>	<p>L1 Geisert, Bonnie and Arthur. <i>Desert Town</i>. New York: Houghton Mifflin, 2001.</p> <p>McLerran, Alice. <i>Roxaboxen</i>.</p> <p>Fleischman, Paul. <i>Westlandia</i>.</p> <p>L3: Wargin, Kathy-Jo. <i>Legend of Sleeping Bear</i>. Chelsea, Michigan: Sleeping Bear Press, 1998.</p> <p>Kellogg, Steven. <i>Paul Bunyan</i>. New York: HarperCollins, 1985.</p> <p>L5: Whelan, Gloria. <i>Mackinac Bridge: The Story of the Five Mile Poem</i>. Chelsea, Michigan: Sleeping Bear Press, 2006.</p> <p>Pick one of two for possible extension: Lewis, Anne Margaret. <i>Lighthouse Fireflies</i>. Traverse City, Michigan: Mackinac Island Press, 2005.</p> <p>Munsch, Robert. <i>Lighthouse, A Story of Remembrance</i>. New York: Cartwheel Books, 2003.</p> <p>L6: Silverstein, Shel. <i>The Giving Tree</i>. New York: Harper and Row, 1964.</p> <p>L7: Cherry, Lynne. <i>A River Ran Wild</i>. San Diego: Harcourt Brace, Jovanovich, 1992.</p> <p>L8: Bergel, Colin and Koenig, Mark. <i>Mail</i></p>

	<p>Describe how people adapt to, use, and modify the natural resources of Michigan.</p>	<p>Pursuit of Happiness (3) Equality (3)</p>		<p>and cities next to rivers.</p> <ul style="list-style-type: none"> Human characteristics include bridges, highways, cities and buildings. Special purpose maps can be used to learn about these human characteristics. <p>Lesson 6:</p> <ul style="list-style-type: none"> To study a place geographers ask the question: How have people interacted with the environment of the place? To answer that question geographers study how people have used the natural resources of the place. Natural resources are things in nature that people find useful. Important natural resources of Michigan include trees, fertile soil, the Great Lakes, other bodies of water and minerals. It is important for people to use natural resources wisely. <p>Lesson 7:</p> <ul style="list-style-type: none"> To study a place geographers ask the question: How have people interacted with the environment of the place? To answer that question geographers study how people changed the environment of the place. People changed the environment of Michigan by polluting the Great Lakes and rivers. They also changed the environment of Michigan by filling in wetlands, cutting down forests and building cities. Geographers also study how people have adapted to the environment of a place. In Michigan, houses can be studied in order to understand how people adapt to Michigan's four seasons. <p>Lesson 8:</p> <ul style="list-style-type: none"> To study a place geographers ask the question: How is the place connected to other places? To answer that question geographers study how people, goods and ideas move? Geographers also study why people, goods, ideas and jobs move. The Great Lakes are very important in moving goods within, to and out of Michigan. Sometimes things move into an area that people don't want like zebra mussels. <p>Lesson 9:</p> <ul style="list-style-type: none"> A region is an area that has at least one feature that sets it apart from other areas. Regions can be many different sizes. One way to divide Michigan into regions is the Upper Peninsula and the Lower Peninsula. Michigan also has some unique regions like the Thumb. Michigan belongs to U.S. regions such as the Midwest Region and the Great Lakes Region. <p>Lesson 10:</p> <ul style="list-style-type: none"> To study a place geographers ask questions about the place and try to find answers. Geographers explore where a place is located by studying maps. Geographers explore what a place is like by studying the natural and human characteristics of the place. Geographers study how people have used the environment of a place by exploring its natural resources. Geographers explore how people have changed the environment of the place and how they have adapted to the environment. Geographers explore how a place is connected to other places by studying how people, goods and ideas move in and out of the place. Geographers explore how a place can be divided into regions and to what regions the place belongs. 	<p>13, 14, 16</p> <p>Lesson 6: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19</p> <p>*Use colored picture cards on shared drive for SS030106 Lesson 6</p> <p>Lesson 7: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16</p> <p>Lesson 8: 1, 3, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16</p> <p>Lesson 9: 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, 16</p> <p>Lesson 10: (culmination of all lessons) 1, 2, 3, 4, 5, 6, 7</p>	<p>Minerals Iron ore</p> <p>Lesson 7: Human/environment Interaction Modifying environment</p> <p>Adapting to natural environment</p> <p>Lesson 8: Movement Transportation Hub Port</p> <p>Lesson 9: Regions Midwest Region Great Lakes Region</p> <p>Lesson 10: Geography Regions *Review all word cards</p>	<p><i>by the Pail.</i> Detroit, MI: Wayne State University Press, 2001.</p> <p>Teacher Resources Globe, U.S. Map, Classroom pull down MI Map/Great Lakes, Michigan desk maps, Great Parks, Great History: Do L.A.P.S. for Michigan Kit Overhead</p>
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UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCES OR HSCES	UNIT KEY CONCEPTS	ASSESSMENTS		BIG IDEAS/LESSON	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES
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<p>Unit 2: The Economy of Michigan</p> <p>Approximate Pacing: 6 weeks</p> <p>Overarching Question: How have the geography and economy of Michigan shaped our past?</p> <p>Lesson Sequence: 1 Using Resources to Produce Goods and Services in Michigan 2 Scarcity, Choice, and Opportunity Cost 3 Michigan's Economy today 4 Specialization and Interdependence 5 Michigan's Economic Future 6 The Role of Government in Michigan's Economy</p>	<p>3 - E1.0.1 Explain how scarcity, 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>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> <p>3 - E3.0.1 Identify products produced in other countries and consumed by people in Michigan.</p> <p>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 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>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>Focus Questions: What do people consider in deciding what to produce and consume in Michigan? How do scarcity and choice affect what is produced and consumed in Michigan? How is Michigan part of the national and global economies?</p> <p>Types of Thinking: Cause and Effect Description</p> <p>Key Concepts Choice Economic activities Economic Development Economics Entrepreneurship Incentives Interdependence Location Natural, human and capital resources (productive resources) Role of Government Scarcity Specialization Trade</p> <p>Core Democratic Values: Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2) Pursuit of Happiness (3) Equality (3)</p>		<p>Lesson 1: Natural, Human Capital Resource Assessment</p> <p>Lesson 3: Create a poster describing 1 important economic activity influencing the location of the activity</p>	<p>Lesson 1: • Geography is the study of places and how people interact with the environment. • One way people interact with the environment is by using natural resources. • Economics is the study of how people use limited resources to produce goods and services that people need or want. • Natural resources are studied in both geography and economics. • People also use human and capital resources to produce goods and services. • An entrepreneur is someone who combines the natural, human and capital resources to produce goods or services.</p> <p>Lesson 2: • People use resources to produce goods and services. • Scarcity results because resources are limited and human wants are unlimited. • Because of scarcity, people must choose some things and give up others. • Incentives are sometimes used to get people to buy a certain good or service. • Incentives are also used to get people to produce a certain good or service or start their business in a particular place</p> <p>Lesson 3: • The economy of a state is based on the economic activities of a state. • Economic activities are the different ways people use resources to produce goods and services. • Important economic activities of Michigan include manufacturing, agriculture, mining and tourism. • Providing services like banking is also an important economic activity of Michigan. • One special kind of service is research and development. In this economic activity people produce leading to new or improved</p>	<p>Lesson 1: Activities: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15</p> <p>Lesson 2: Activities: 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18</p> <p>Lesson 3: Activities: 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 16, 17, 19</p> <p>Lesson 4: Activities: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13</p> <p>Lesson 5: Activities: 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21</p> <p>Lesson 6: Activities: 1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16</p>	<p>CONTENT: Lesson 1: Capital resources Economics Economy Entrepreneur Entrepreneurship Human resources Natural resources</p> <p>Lesson 2: Choice Incentives Scarcity Limited resources Unlimited wants Opportunity cost</p> <p>Lesson 3: Capital resources Economic activity Human resources Location Natural resources Manufacturing Agriculture Tourism Tourist Research and development</p> <p>Lesson 4: Interdependence Specialization</p>	<p>Michigan Citizenship Collaborative Curriculum (MC3) lessons and supplemental resources found on shared drive</p> <p>L4: Carle, Eric. Pancakes, Pancakes! New York, NY: Scholastic, Inc. 1990.</p>

				<p>goods and services.</p> <ul style="list-style-type: none"> • The location of economic activities is often connected to the natural and human characteristics of an area. <p>Lesson 4:</p> <ul style="list-style-type: none"> • We can't produce everything we need or want, so people trade to get things. • People, states, and countries specialize in producing certain goods and services. • The more people, states, and countries specialize and trade, the more interdependent they become. • Trade is important to the economy of Michigan. • Michigan exports goods like cars to other places. • Michigan imports goods like computers and bananas from other places. <p>Lesson 5:</p> <ul style="list-style-type: none"> • The economic activities of a state have to change with the times. Therefore, businesses have to find new goods and services to produce. • To produce new goods and services, businesses in Michigan have to use the resources Michigan has. • The production of wind turbine parts could be an important new good for Michigan businesses to produce. • Michigan could also create more wind farms to produce energy. • It will take entrepreneurs, new ideas, and the good use of resources to help Michigan's economy grow in the future. <p>Lesson 6:</p> <ul style="list-style-type: none"> • The state government of Michigan plays a role in Michigan's economy. • The state government provides public goods and services such as state parks, highways, and state police. • To pay for these public goods and services the state government collects money from taxes, fees, and fines. 		<p>Trade Export Import</p> <p>Lesson 5: Economic development Entrepreneurship Wind turbine Wind farm</p> <p>Lesson 6: Role of government Public goods and services Fees License Fines Taxes</p> <p>Skills: Affect/ Effect Describe Explain Identify</p>	
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<p>Unit 3: The History of Michigan</p> <p>Approximate Pacing: 6 weeks</p> <p>Overarching Question: How have economics and the early history of Michigan influenced how Michigan grew?</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Thinking Like a Historian 2. American Indians in Michigan 3. Traditional Stories of Michigan Indians 4. Whose Michigan? 5. Migration & Settlement in Michigan 6. Writing a Historical narrative 7. Becoming a State 8. Creating a Timeline of Early Michigan History 	<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>3 – H3.0.2 Explain how historians use primary and 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 generalizations 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 narrative about daily life in the early settlements of Michigan (pre-statehood).</p> <p>3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.</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>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>Focus Questions: How do historians learn about the past?</p> <p>How did people and events influence the early history of Michigan?</p> <p>Types of Thinking: -Cause & Effect -Description -Point of View</p> <p>Key Concepts: -cause & effect -chronology -culture -exploration -human/environmental interaction -primary & secondary sources -settlement -statehood</p> <p>Core Democratic Values: Truth (K) Justice (1) Patriotism (1) Diversity (2) Common Good (2) Pursuit of Happiness (3) Equality (3) Skills: Compare Describe Explain Generalize Identify</p>		<p>After Lesson 1: Thinking like a Historian: multiple choice and summarizing using a graphic organizer</p> <p>After Lesson 4: Sequence events: French explorers and the Fur Trade.</p> <p>After Lesson 5: Sequence events: The British in Michigan</p>	<p>Use the graphic organizer as a teaching and learning tool</p> <p>Post the Overarching question in the classroom</p> <p>Create a Michigan timeline to post and develop throughout the year</p>	<p>Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood up to Toledo War) (Could enrich through annotation)</p> <p><u>To be added from MC3</u></p> <p>Content: Adapt American Indians Environment European explorers Menominee Odawa (Ottawa) Ojibway (Chippewa) Potawatomi Settlement Settlers</p>	<p>Lesson 1: Cause and effect Chronology Primary and secondary sources</p> <p>Lesson 2: Culture Human/environment interaction</p> <p>Lesson 3: Culture</p> <p>Lesson 4: Exploration Human/environment interaction</p> <p>Lesson 5: Cause and effect Settlement</p> <p>Lesson 6: Primary and secondary sources Settlement</p> <p>Lesson 7: Chronology Statehood</p> <p>Lesson 8: Cause and effect Chronology</p>	<p>Timeliner (Desktop)</p> <p>Lesson 2: Life in an Anishinabe Camp by Niki Walker</p> <p>Shannon: Ojibway Dancer</p> <p>Lesson 3: Legend of the Lady Slipper</p> <p>Lesson 4: The Voyageur's Paddle</p> <p>Additional Resources: Howard, Ellen. <i>The Log Cabin Quilt</i>. New York: Holiday House, 1996. <i>Text: Our Michigan Adventure- Chapter 3, Lessons 1,2, 4 Chapter 4</i> <i>The Mitten: Great Lakes Fur Trade</i> <i>The Mitten: Father Jacque Marquette</i> <i>The Mitten: Pioneer Life</i> <i>The Mitten: The Northwest Ordinance</i></p>

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<p>Unit 4 The Growth of Michigan</p> <p>Approximate Pacing: 6 weeks</p> <p>Overarching Question: How did people in Michigan work together to meet new challenges as Michigan grew?</p> <p>Lesson Sequences:</p> <ol style="list-style-type: none"> 1. Economic Growth: How Natural Resources Influence the Development of Michigan 2. Manufacturing: Putting Resources to Work in Michigan 3. The Growth of the Automobile Industry 4. The Growth of Towns and Cities 5. Population Growth: Pull Factors 6. Push Factors and Population in Michigan 	<p>E1.0.3 Analyze how Michigan’s location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)</p> <p>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>E1.0.1 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p> <p>H3.0.5 Construct a historical narrative about the beginnings of the automobile industry in Michigan and compare it to the role of the automobile industry in Michigan today.</p> <p>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>G4.0.4 Give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.</p>	<p>Focus Questions:</p> <p>How has Michigan changed over time?</p> <p>Types of Thinking: Cause and Effect Compare and Contrast Generalizing</p> <p>Key Concepts: Agriculture and manufacturing Automobile industry Economic trends Entrepreneur Human/environment interaction Human migration</p> <p>Core Democratic Values: Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2) Pursuit of Happiness (3) Equality (3)</p>		<p>Lesson 1: Causes and Effects of Lumbering (Worksheet)</p>	<p>Use the graphic organizer as a teaching and learning tool.</p> <p>Post the overarching question in the classroom.</p> <p>TO BE ADDED</p>	<p>Construct an historical narrative about the beginnings of the automobile industry in Michigan and compare it to the role of the automobile industry in Michigan today.</p> <p>LAPS Program</p> <p><u>To be added</u></p>	<p>Lesson 1: Agriculture Manufacturing Human/environment interaction Natural resources</p> <p>Lesson 2: Agriculture Manufacturing Population Natural resources</p> <p>Lesson 3: Automobile industry Entrepreneur Manufacturing</p> <p>Lesson 4: Economic trends Human migration Population Push/pull factors</p> <p>Lesson 5: Human migration Push/pull factors</p> <p>Lesson 6: Human migration Push/pull factors</p> <p>Skills: Analyze Locate Identify Describe Construct</p>	<p>LAPS Program</p> <p>Additional Resources: The Mitten: Michigan’s Cereal City</p> <p>Hopkinson, Deborah. <i>Sweet Clara and the Freedom Quilt</i>. NY: Random, 1995.</p> <p>Levine, Ellen. <i>If You Traveled on the Underground Railroad</i>. NY: Scholastic, 1988.</p> <p>Polacco, Patricia. <i>The Keeping Quilt</i>. New York: Simon & Shuster, 1988.</p> <p>Woodruff, Elvira. <i>The Memory Coat</i>. New York: Scholastic, 1999</p>

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<p>Unit 5 Government of Michigan</p> <p>Approximate Pacing: 6 weeks</p> <p>Overarching Question: How has the government in Michigan responded to the needs of people as Michigan has grown?</p> <p>Lesson Sequence 1. Why do we need governments? 2. What is representative government? 3. How does state government differ from local government? 4. What is the purpose of the Michigan constitution? 5. How is the government of Michigan organized? 6. How do courts function to resolve conflict? 7. What are the rights and responsibilities of Michigan citizens?</p>	<p>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 equal treatment under the law).</p> <p>C2.0.1 Describe how Michigan state government reflects the principle of representative government.</p> <p>C3.0.1 Distinguish between the roles of state and local government.</p> <p>C3.0.3 Identify the three branches of state government in Michigan and the powers of each.</p> <p>C3.0.4 Explain how state courts function to resolve conflict.</p> <p>C3.0.5 Describe the purpose of the Michigan Constitution.</p> <p>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>Focus Questions 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?</p> <p>Types of Thinking: Compare/Contrast Description</p> <p>Key Concepts: Constitution Government Legislative, executive and judicial branches Levels of government Limited government Public issues Representative government Responsibilities of citizenship Rights of citizens</p> <p>Core Democratic Values Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2) Equality (3) Pursuit of Happiness (3)</p>	To be added	To be added	TO BE ADDED		<p>Content: Lesson 1: Government</p> <p>Lesson 2: Representative government</p> <p>Lesson 3: Levels of government</p> <p>Lesson 4: Constitution Limited government</p> <p>Lesson 5: Legislative, executive and judicial branches</p> <p>Lesson 6: Judicial branch</p> <p>Lesson 7: Public issues Responsibilities of citizenship Rights of citizens</p> <p>Strategy Analyze Describe Distinguish Explain Identify Give an example</p>	<p>MC3 lessons and supplemental resources</p> <p>Michigan Textbook</p>

UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs OR HSCEs	UNIT KEY CONCEPTS	ASSESSMENTS		LESSON BIG IDEAS	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES
			OF LEARNING	FOR LEARNING				
<p>Unit 6 Public Issues Facing Michigan Citizens</p> <p>Approximate Pacing: 4 to 5 weeks</p> <p>Overarching Question</p> <p>How do state and national governments work to solve problems citizens face?</p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. What are Public Issues? 2. Why do People Disagree about Public Issues? 3. Exploring a Public Issue Facing Michigan Citizens 4. Evaluating Possible Resolutions of a Public Issue Facing Michigan Citizens 5. Composing a Short Essay on a Public Issue Facing Michigan Citizens 6. Taking a Stand on a Public Issue Facing Michigan Citizens 	<p>2 - P3.1.1: Identify public issues in the the local community that influence the daily lives of its citizens.</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 people to differ on resolutions to a public policy issue in Michigan.</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>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>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.</p>	<p>Focus Questions</p> <p>How do responsible citizens resolve statewide problems?</p> <p>How do people learn about public issues in our state?</p> <p>Why is it important to consider core democratic values when taking a position on a public policy issue?</p> <p>Types of Thinking: Compare/Contrast Evaluation Perspectives</p> <p>Key Concepts core democratic values informed decision point of view public issue responsibilities of citizenship</p> <p>Core Democratic Values Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2) Pursuit of Happiness (3) Equality (3)</p>	<p>Short essay on a public issue facing Michigan citizens.</p> <p>Take a Stand writing or Take a Stand oral assessment</p>	<p>Use the graphic organizer as a teaching and learning tool</p> <p>Post the overarching question in the classroom</p>	<p>Students will write a well-developed paragraph in which they take a stand on <u>one</u> public policy issue involving natural resources.</p> <p>(ie. logging, use of the Great Lakes, wetlands, sand dunes)</p>	<p>Lesson 1: Public issues Responsibilities of citizenship</p> <p>Lesson 2: Core democratic values Point of view Public issues</p> <p>Lesson 3: Public issues</p> <p>Lesson 4: Informed decision Public issues</p> <p>Lesson 5: Core democratic value Informed decisions Public issues</p> <p>Lesson 6: Core democratic value Informed decisions Public issues Point of view Responsibilities of citizenship</p> <p>Content values proposed resolution ban</p> <p>Skills Describe Evaluate Consider Take a stand Explain</p>	<p>Textbook</p> <p>MC3 lessons and supplements to be added</p> <p>Additional Resources <u>Lesson 1:</u> <i>City Green</i></p>	