

1. Lakes

Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	15	14	16	17
Geography	The World in Spatial Terms: Geographical Habits of Mind	4-G1.0.2	Use cardinal and intermediate directions to describe the relative location of significant places in the United States.			X														
Geography	The World in Spatial Terms: Geographical Habits of Mind	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).		X	X														
Geography	Places and Regions	4-G2.0.1	Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).				X													
Geography	Places and Regions	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.				X													
Geography	Environment and Society	4-G5.0.1	Assess the positive and negative effects of human activities on the physical environment of the United States.				X													
Geography	The World in Spatial Terms: Geographical Habits of Mind	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.		X															
Geography	Environment and Society	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).				X													
Geography	Environment and Society	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).				X													
Geography	The World in Spatial Terms: Geographical Habits of Mind	7-G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.		X															
Geography	Places and Regions	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).				X													
Geography	Environment and Society	7-G5.1.1	Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).				X													

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Geography	Environment and Society	7-G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).				X													
History	Beginnings of Human Society	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).				X													

2. Sand Dunes

Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Knowledge, Process, and Skills	Citizen Involvement	5-P4.2.2	Participate in projects to help or inform others.											X				
Geography	The World in Spatial Terms: Geographical Habits of Mind	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.	X														
Geography	Places and Regions	6-G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.			X				X	X		X					
Geography	Physical Systems	6-G3.2.1	Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (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).				X			X	X	X	X					
Geography	Environment and Society	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).											X				
Geography	Environment and Society	6-G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).											X	X			X
Geography	Environment and Society	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).		X									X				
Geography	Environment and Society	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).											X	X			X
Knowledge, Process, and Skills	Citizen Involvement	6-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.											X	X			
Knowledge, Process, and Skills	Citizen Involvement	6-P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.											X	X			
Knowledge, Process, and Skills	Citizen Involvement	6-P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).											X	X			
Geography	The World in Spatial Terms: Geographical Habits of Mind	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.	X														

2. Sand Dunes

Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Geography	Places and Regions	7-G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.	X						X	X		X					
Geography	Physical Systems	7-G3.1.1	Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).										X					
Geography	Physical Systems	7-G3.2.1	Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).				X			X	X		X					
Geography	Environment and Society	7-G5.1.1	Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).											X				
Geography	Environment and Society	7-G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).											X				X
Geography	Environment and Society	7-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 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).		X									X				
Geography	Environment and Society	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).											X	X			X
Knowledge, Process, and Skills	Citizen Involvement	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.											X	X			
Knowledge, Process, and Skills	Citizen Involvement	7-P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.											X	X			
Knowledge, Process, and Skills	Citizen Involvement	7-P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).											X	X			
Knowledge, Process, and Skills	Citizen Involvement	8-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.											X	X			
Knowledge, Process, and Skills	Citizen Involvement	8-P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.											X	X			
Knowledge, Process, and Skills	Citizen Involvement	8-P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).											X	X			

3. Wetlands

Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	
Geography	Environment and Society	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).														X
Geography	Environment and Society	6-G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).														X
Geography	Environment and Society	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).														X
Knowledge, Process, and Skills	Citizen Involvement	6-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.														X
Knowledge, Process, and Skills	Citizen Involvement	6-P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.														X
Knowledge, Process, and Skills	Citizen Involvement	6-P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).														X
Geography	The World in Spatial Terms: Geographical Habits of Mind	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.				X										
Geography	The World in Spatial Terms: Geographical Habits of Mind	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.				X										
Geography	Environment and Society	7-G5.1.1	Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).														X
Geography	Environment and Society	7-G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).														X
Geography	Environment and Society	7-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 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).														X
Knowledge, Process, and Skills	Citizen Involvement	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.														X

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Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13
Knowledge, Process, and Skills	Citizen Involvement	7-P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.													X
Knowledge, Process, and Skills	Citizen Involvement	7-P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).													X
Knowledge, Process, and Skills	Citizen Involvement	8-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.													X
Knowledge, Process, and Skills	Citizen Involvement	8-P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.													X
Knowledge, Process, and Skills	Citizen Involvement	8-P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).													X

4. Human Communities

Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11	12
Knowledge, Process, and Skills	Citizen Involvement	3- P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.						X	X					
Knowledge, Process, and Skills	Citizen Involvement	3- P4.2.2	Participate in projects to help or inform others.						X	X					
Knowledge, Process, and Skills	Public Discourse and Decision Making	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.						X	X					
Geography	The World in Spatial Terms: Geographical Habits of Mind	3-G1.0.1	Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.												X
Geography	The World in Spatial Terms: Geographical Habits of Mind	3-G1.0.2	Use thematic maps to identify and describe the physical and human characteristics of Michigan.												X
Geography	Places and Regions	3-G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).												X
Geography	Human Systems	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)				X								
Geography	Environment and Society	3-G5.0.1	Locate natural resources in Michigan and explain the consequences of their use.			X	X			X					X
Geography	Environment and Society	3-G5.0.2	Describe how people adapt to, use, and modify the natural resources of Michigan. (H)			X	X			X					X
Geography	The World in Spatial Terms: Geographical Habits of Mind	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?).					X							
Geography	The World in Spatial Terms: Geographical Habits of Mind	4-G1.0.2	Use cardinal and intermediate directions to describe the relative location of significant places in the United States.					X							X
Geography	The World in Spatial Terms: Geographical Habits of Mind	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).					X							X
Geography	The World in Spatial Terms: Geographical Habits of Mind	4-G1.0.4	Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.					X							
Geography	The World in Spatial Terms: Geographical Habits of Mind	4-G1.0.5	Use maps to describe elevation, climate, and patterns of population density in the United States.					X							X
Geography	Environment and Society	4-G5.0.1	Assess the positive and negative effects of human activities on the physical environment of the United States.	X		X			X	X	X	X	X	X	
History	The History of Michigan and the Great Lakes Region	4-H3.0.3	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E)	X											
History	The History of Michigan and the Great Lakes Region	4-H3.0.8	Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)	X											

4. Human Communities

Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11	12
Knowledge, Process, and Skills	Public Discourse and Decision Making	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.						X	X	X	X	X		
Knowledge, Process, and Skills	Citizen Involvement	4-P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.						X	X	X	X	X		
Knowledge, Process, and Skills	Citizen Involvement	4-P4.2.2	Participate in projects to help or inform others.						X	X	X	X	X		
Knowledge, Process, and Skills	Public Discourse and Decision Making	5-P3.3.1	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.						X	X	X	X	X		
Knowledge, Process, and Skills	Citizen Involvement	5-P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.						X		X	X	X		
Knowledge, Process, and Skills	Citizen Involvement	5-P4.2.2	Participate in projects to help or inform others.						X	X	X	X	X		
Geography	The World in Spatial Terms: Geographical Habits of Mind	6-G1.1.1	Describe how geographers use mapping to represent places and natural and human phenomena in the world.					X							
Geography	The World in Spatial Terms: Geographical Habits of Mind	6-G1.2.1	Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.												
Geography	The World in Spatial Terms: Geographical Habits of Mind	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.					X							
Geography	The World in Spatial Terms: Geographical Habits of Mind	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 and density of the population.					X							
Geography	The World in Spatial Terms: Geographical Habits of Mind	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.					X							
Geography	The World in Spatial Terms: Geographical Habits of Mind	6-G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.					X							X
Geography	The World in Spatial Terms: Geographical Habits of Mind	6-G1.3.2	Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.					X							
Geography	The World in Spatial Terms: Geographical Habits of Mind	6-G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.					X							
Geography	Places and Regions	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).												X

4. Human Communities

Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11	12
Geography	Environment and Society	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).	X					X	X	X	X	X		X
Geography	Environment and Society	6-G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).	X											
Geography	Environment and Society	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).	X											
Geography	Environment and Society	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).	X											
Knowledge, Process, and Skills	Citizen Involvement	6-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.						X	X	X	X	X		
Knowledge, Process, and Skills	Citizen Involvement	6-P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.						X	X	X	X	X		
Knowledge, Process, and Skills	Citizen Involvement	6-P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).						X	X	X	X	X		
Geography	The World in Spatial Terms: Geographical Habits of Mind	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.					X							
Geography	The World in Spatial Terms: Geographical Habits of Mind	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.					X							
Geography	The World in Spatial Terms: Geographical Habits of Mind	7-G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.					X							X
Geography	The World in Spatial Terms: Geographical Habits of Mind	7-G1.3.2	Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.					X							
Geography	The World in Spatial Terms: Geographical Habits of Mind	7-G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.					X							

4. Human Communities

Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11	12
Geography	Places and Regions	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).												X
Geography	Environment and Society	7-G5.1.1	Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).	X						X	X	X	X		X
Geography	Environment and Society	7-G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).	X											
Geography	Environment and Society	7-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 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).	X											
Geography	Environment and Society	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).	X											
Knowledge, Process, and Skills	Citizen Involvement	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.							X	X	X	X		
Knowledge, Process, and Skills	Citizen Involvement	7-P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.							X	X	X	X		
Knowledge, Process, and Skills	Citizen Involvement	7-P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).							X	X	X	X		
Knowledge, Process, and Skills	Citizen Involvement	8-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.							X	X	X	X		
Knowledge, Process, and Skills	Citizen Involvement	8-P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.							X	X	X	X		
Knowledge, Process, and Skills	Citizen Involvement	8-P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).							X	X	X	X		

Michigan:
Social Studies

Strand	Substrand	Code	Standard	Activities																	
				Who Needs the Lakes? 4-8	Now and Then 3-6	Beaches Over Time K-4	Seasons Change 3-6	Ways of Life 4-8	Boats of Many Sizes 3-6	200 Years of Change 4-8	Something's Fishy 6-8	Water Quality Over Time 6-8	A Day In The Life K-3	Sign of the Times 4-8							
1	2	3	4	5	6	7	8	9	10	11											
Geography	Environment and Society	K-G5.0.1	Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).			X															
History	Living and Working Together in Families and Communities, Now and Long Ago	K-H2.0.3	Identify the beginning, middle, and end of historical narratives or stories.																		X
History	Living and Working Together in Families and Communities, Now and Long Ago	K-H2.0.4	Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).			X															X
Geography	Places and Regions	1-G2.0.1	Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.			X															
Geography	Environment and Society	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).			X															
History	Living and Working Together in Families and Communities, Now and Long Ago	1-H2.0.5	Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.																		X
History	Living and Working Together in Families and Communities, Now and Long Ago	1-H2.0.6	Compare life today with life in the past using the criteria of family, school, jobs, or communication.																		X
Geography	Human Systems	2-G4.0.1	Describe land use in the community (e.g., where people live, where services are provided, where products are made).			X															
Geography	Environment and Society	2-G5.0.2	Describe positive and negative consequences of changing the physical environment of the local community.			X															
History	Living and Working Together in Families and Communities, Now and Long Ago	2-H2.0.3	Use an example to describe the role of the individual in creating history.																		X
History	Living and Working Together in Families and Communities, Now and Long Ago	2-H2.0.4	Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).			X															
History	Living and Working Together in Families and Communities, Now and Long Ago	2-H2.0.5	Identify a problem in a community's past and describe how it was resolved.																		X
History	Living and Working Together in Families and Communities, Now and Long Ago	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).																		X
Geography	Places and Regions	3-G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).																		X

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Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11	
Geography	Human Systems	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)						X						
Geography	Human Systems	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)						X						
Geography	Environment and Society	3-G5.0.1	Locate natural resources in Michigan and explain the consequences of their use.			X									
Geography	Environment and Society	3-G5.0.2	Describe how people adapt to, use, and modify the natural resources of Michigan.			X	X								
History	The History of Michigan and the Great Lakes Region	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?)		X		X							X	
History	The History of Michigan and the Great Lakes Region	3-H3.0.2	Explain how historians use primary and secondary sources to answer questions about the past.		X		X								
History	The History of Michigan and the Great Lakes Region	3-H3.0.3	Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).		X										
History	The History of Michigan and the Great Lakes Region	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.				X		X					X	
History	The History of Michigan and the Great Lakes Region	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).		X		X								
History	The History of Michigan and the Great Lakes Region	3-H3.0.8	Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.											X	
Geography	Places and Regions	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.			X								X	
Geography	Human Systems	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.							X					
Geography	Human Systems	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., forms of shelter, language, food). (H)		X			X		X					
Geography	Environment and Society	4-G5.0.1	Assess the positive and negative effects of human activities on the physical environment of the United States.	X		X	X							X	
History	The History of Michigan and the Great Lakes Region	4-H3.0.1	Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (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 significance?						X	X	X				X
History	The History of Michigan and the Great Lakes Region	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)	X				X		X				X	

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Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11
History	The History of Michigan and the Great Lakes Region	4-H3.0.3	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E)	X		X				X				X
History	The History of Michigan and the Great Lakes Region	4-H3.0.4	Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)	X	X		X		X	X				X
History	The History of Michigan and the Great Lakes Region	4-H3.0.5	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)		X									
History	The History of Michigan and the Great Lakes Region	4-H3.0.8	Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)							X				
History	The History of Michigan and the Great Lakes Region	4-H3.0.9	Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.	X					X	X				
Knowledge, Process, and Skills	Citizen Involvement	5-P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.							X				
History	Beginnings to 1620	5-U1.1.2	Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (<i>National Geography Standard 14, p. 171</i>)		X									
History	Beginnings to 1620	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. (<i>National Geography Standard 11, p. 164, C, E</i>)	X	X									
History	Beginnings to 1620	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. (<i>National Geography Standard 1, p. 144, C</i>)							X				
History	Beginnings to 1620	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). (<i>National Geography Standard 13, p. 169, C, E</i>)							X				
History	Beginnings to 1620	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. (<i>National Geography Standard 10, p. 162</i>)	X						X				
History	Beginnings to 1620	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. (<i>National Geography Standard 12, p. 167, C, E</i>)							X				X
History	Beginnings to 1620	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. (<i>National Geography Standard 10, p. 162, C, E</i>)	X						X				
History	Beginnings to 1620	5-U1.4.4	Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (<i>National Geography Standard 11, p. 164, E</i>)							X				

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Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11
History	Colonization and Settlement	5-U2.3.2	Describe the daily life of people living in the New England, Middle, and Southern colonies. (<i>National Geography Standards 14 and 15; pp. 171 and 173</i>)							X				
History	Colonization and Settlement	5-U2.3.3	Describe colonial life in America from the 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). (<i>National Geography Standard 6, p. 154</i>)							X				
Geography	The World in Spatial Terms: Geographical Habits of Mind	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.											X
Geography	Places and Regions	6-G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	X						X				
Geography	Places and Regions	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).								X	X		X
Geography	Human Systems	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).								X			
Geography	Human Systems	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).					X						
Geography	Human Systems	6-G4.4.2	Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.					X						
Geography	Environment and Society	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).	X						X	X	X		X
Geography	Environment and Society	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).									X		
History	The World in Temporal Terms: Historical Habits of Mind	6-H1.2.5	Identify the role of the individual in history and the significance of one person's ideas.	X	X					X				
History	The World in Temporal Terms: Historical Habits of Mind	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).		X					X	X			
History	The World in Temporal Terms: Historical Habits of Mind	6-H1.4.3	Use historical perspective to analyze global issues faced by humans long ago and today.		X					X				
History	Beginnings of Human Society	6-W1.1.1	Describe the early migrations of people among Earth's continents (including the Bering Land Bridge).	X						X	X			

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Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11
History	Beginnings of Human Society	6-W1.1.2	Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).	X						X	X			X
History	Beginnings of Human Society	6-W1.2.1	Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).	X			X			X	X			
History	Beginnings of Human Society	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 suitable growing season).	X			X			X	X	X		X
History	Beginnings of Human Society	6-W1.2.3	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).	X							X			
History	Early Civilization and Cultures and the Emergence of Pastoral Peoples	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).	X										
Geography	The World in Spatial Terms: Geographical Habits of Mind	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.											X
Geography	Places and Regions	7-G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	X						X				
Geography	Places and Regions	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).									X		X
Geography	Human Systems	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).					X		X				
Geography	Environment and Society	7-G5.1.1	Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).	X						X	X	X		X
Geography	Environment and Society	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).									X		
History	The World in Temporal Terms: Historical Habits of Mind	7-H1.2.6	Identify the role of the individual in history and the significance of one person's ideas.							X				
History	The World in Temporal Terms: Historical Habits of Mind	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).							X	X			
History	The World in Temporal Terms: Historical Habits of Mind	7-H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.							X				

5. History

Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11
History	Beginnings of Human Society	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).	X						X	X	X		X
History	Beginnings of Human Society	7-W1.2.2	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).	X							X			
History	Early Civilization and Cultures and the Emergence of Pastoral Peoples	7-W2.1.1	Describe the importance of the development of human language, oral and written, and its relationship to the development of culture - verbal bocalizations - standardization of physical (rock,bird) and abstract (love, fear) words - pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)	X										
History	Early Civilization and Cultures and the Emergence of Pastoral Peoples	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).	X										

6. Geology and Water Flow

Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11	12
Geography	The World in Spatial Terms: Geographical Habits of Mind	4-G1.0.4	Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.					X		X					
Geography	Places and Regions	4-G2.0.1	Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).		X			X							
Geography	Places and Regions	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.		X			X							X
Geography	Environment and Society	4-G5.0.1	Assess the positive and negative effects of human activities on the physical environment of the United States.								X				
History	The History of Michigan and the Great Lakes Region	4-H3.0.9	Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.	X											
Knowledge, Process, and Skills	Citizen Involvement	4-P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.			X									
Knowledge, Process, and Skills	Citizen Involvement	4-P4.2.2	Participate in projects to help or inform others.			X									
Knowledge, Process, and Skills	Citizen Involvement	5-P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.			X									
Knowledge, Process, and Skills	Citizen Involvement	5-P4.2.2	Participate in projects to help or inform others.			X									
Geography	The World in Spatial Terms: Geographical Habits of Mind	6-G1.2.1	Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.					X							
Geography	The World in Spatial Terms: Geographical Habits of Mind	6-G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.		X										
Geography	Places and Regions	6-G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.		X			X	X						X
Geography	Environment and Society	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).								X				
Knowledge, Process, and Skills	Citizen Involvement	6-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.			X						X	X		
Knowledge, Process, and Skills	Citizen Involvement	6-P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.			X						X			
Knowledge, Process, and Skills	Citizen Involvement	6-P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).			X						X			

6. Geology and Water Flow

Strand	Substrand	Code	Standard	1	2	3	4	5	6	7	8	9	10	11	12
History	The World in Temporal Terms: Historical Habits of Mind	6-H1.1.1	Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.	X											
Geography	The World in Spatial Terms: Geographical Habits of Mind	7-G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.		X										
Geography	The World in Spatial Terms: Geographical Habits of Mind	7-G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.												
Geography	Places and Regions	7-G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.		X			X	X						X
Geography	Environment and Society	7-G5.1.1	Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).								X				
History	The World in Temporal Terms: Historical Habits of Mind	7-H1.1.1	Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.	X											
Knowledge, Process, and Skills	Citizen Involvement	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.			X							X		
Knowledge, Process, and Skills	Citizen Involvement	7-P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.			X						X			
Knowledge, Process, and Skills	Citizen Involvement	7-P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).			X						X			
History	Beginnings of Human Society	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).									X			
Knowledge, Process, and Skills	Citizen Involvement	8-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.			X						X	X		
Knowledge, Process, and Skills	Citizen Involvement	8-P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.			X						X			
Knowledge, Process, and Skills	Citizen Involvement	8-P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).			X						X			