

The sections and activities in this CD-ROM were designed to assist teachers with teaching to the Michigan Curriculum Framework Standards and Benchmarks for Social Studies and English Language Arts content areas. In particular, the materials are aligned to assist with the MCF Benchmarks listed in the following table.

### MCF BENCHMARKS TABLE (by Content Area)

Social Studies benchmarks identified in this LCU:

Strand II: Geographic Perspective		
Standard 1: People, Places and Cultures		
Code	Benchmark	Section/Activities
SOC.II.1.EE.1	1. Describe the human characteristics of places and explain some basic causes for those characteristics.	3. "Where in the world?"
SOC.II.1.EE.2	2. Describe the natural characteristics of places and explain some basic causes for those characteristics.	3. "Where in the world?"
SOC.II.1.LE.2	2. Describe the location, use, and importance of different kinds of resources and explain how they are created and the consequences of their use.	3. "Where in the world?"
SOC.II.1.LE.3	4. Explain how various people and cultures have adapted to and modified the environment	3. "Where in the world?"
Standard 2: Human Environment Interaction		
Code	Benchmark	Section/Activities
SOC.II.2.EE.1	1. Describe how people use the environment to meet human needs and wants.	5. "My favorite place"
SOC.II.2.EE.2	2. Describe the ways in which the environment has been changed by people, and the ways their lives are affected by the environment.	5. "My favorite place"
SOC.II.2.EE.3	3. Suggest ways the people can help improve their environment.	5. "My favorite place" 8. What's next?
SOC.II.2.LE.2	2. Describe the location, use, and importance of different kinds of resources and explain how they are created and the consequences of their use.	6. "What's growing in your region?"
SOC.II.2.LE.4	4. Explain how various people and cultures have adapted to and modified the environment	5. "My favorite place"
Standard 3: Location, Movement and Connections		
Code	Benchmark	Section/Activities
SOC.II.3.EE.2	2. Identify people and places in other locations and explain their importance to the community.	7. "You can get there from here"
SOC.II.3.EE.3		6. "What's growing in your region?" 7. "You can get there from here"
SOC.II.3.LE.1	1. Describe major kinds of economic activity and explain the factors influencing their location.	6. "What's growing in your region?"
SOC.II.3.LE.3	3. Explain how transportation and communication link people and communities.	7. "You can get there from here"
SOC.II.3.LE.4	4. Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain the reasons for the movements.	6. "What's growing in your region?" 7. "You can get there from here"

**Social Studies (continued)**

<b>Standard 4: Regions, Patterns and Processes</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Section/Activities</b>
<b>SOC.II.4.EE.1</b>	1. Identify regions in their immediate environment and describe their characteristics and boundaries.	2. "Where do you live?"
<b>SOC.II.4.EE.2</b>	2. Compare their community and region with others.	3. "Where in the world?"
<b>SOC.II.4.LE.1</b>	1. Draw sketch maps of the community, region, and nation.	2. "Where do you live?"
<b>SOC.II.4.LE.2</b>	2. Describe places, cultures, and communities in the United States and compare them with those in other regions and countries.	3. "Where in the world?"
<b>SOC.II.4.LE.4</b>	4. Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages.	5. "My Favorite Place"
<b>SOC.II.4.LE.5</b>	5. Describe the Great Lakes ecosystem, and explain physical and human processes that act upon them.	5. "My Favorite Place"

**Strand IV: Economic Perspective**

<b>Standard 1: Individual and Household Choices</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Section/Activities</b>
<b>SOC.IV.1.LE.2</b>	2. Identify the opportunity costs in personal decision making situations.	5. "My favorite place"
<b>SOC.IV.1.LE.3</b>	3. Use a decision making model to explain a personal choice.	5. "My favorite place" 8. "What's next"

<b>Standard 2: Business choices</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Section/Activities</b>
<b>SOC.IV.2.EE.2</b>	2. Select a particular good or service and describe the types of resources necessary to produce and distribute it.	6. "What's growing in your region?"

<b>Standard 4: Economic Systems</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Section/Activities</b>
<b>SOC.IV.4.LE.3</b>	3. Analyze how Michigan's location has impacted its economic development.	7. "You can get there from here"

<b>Standard 5: Trade</b>		
<b>Code</b>	<b>Benchmark</b>	<b>Section/Activities</b>
<b>SOC.IV.5.EE.1</b>	1. Recognize economic exchanges in which they participate.	6. "What's growing in your region?"
<b>SOC.IV.5.LE.1</b>	1. Trace the national origin of common household items and the trade flows which brought them to the United States.	6. "What's growing in your region?"
<b>SOC.IV.5.LE.3</b>	3. Describe how businesses are involved in trade as producers, distributors, importers, and exporters	6. "What's growing in your region?" 7. "You can get there from here"

**Social Studies (continued)**

**Strand V: Inquiry**

*Note: The benchmarks from Strand V apply generally to activities throughout the CD ROM and most notably the Our Region Book.*

**Standard 1: Information Processing**

Code	Benchmark	Section/Activities
<b>SOC.V.1.EE.2</b>	2. Acquire information from observation of the local environment.	4. "What do you see?" (See Note)
<b>SOC.V.1.LE.1</b>	1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.	(See Note)
<b>SOC.V.1.LE.2</b>	2. Organize social science information to make maps, graphs and tables.	(See Note)
<b>SOC.V.1.LE.3</b>	3. Interpret social science information about local, state, and national communities from maps, graphs, and charts.	(See Note)

**Standard 1: Information Processing**

Code	Benchmark	Section/Activities
<b>SOC.V.2.EE.1</b>	1. Pose a social science question about Michigan or the United States.	8. "What's next" (See Note)
<b>SOC.V.2.LE.2</b>	2. Gather and analyze information using appropriate information technologies to answer the question posed.	8. "What's next" (See Note)
<b>SOC.V.2.LE.3</b>	3. Construct an answer to the question posed and support their answer with evidence.	8. "What's next" (See Note)
<b>SOC.V.2.LE.4</b>	4. Report the result of their investigation including the procedures followed.	8. "What's next" (See Note)

**Standard 2: Conducting Investigations**

Code	Benchmark	Section/Activities
<b>SOC.V.2.LE.1</b>	1. Pose a social science question about Michigan or the United States.	8. "What's next"
<b>SOC.V.2.LE.2</b>	2. Gather and analyze information using appropriate information technologies to answer the question posed.	8. "What's next"
<b>SOC.V.2.LE.3</b>	3. Construct an answer to the question posed and support their answer with evidence.	8. "What's next"
<b>SOC.V.2.LE.4</b>	4. Report the result of their investigation including the procedures followed.	8. "What's next"

**Social Studies (continued)**

**Strand VI: Public Discourse and Decision Making**

**Standard 1: Identifying and Analyzing Issues**

Code	Benchmark	Section/Activities
<b>SOC.VI.1.LE.1</b>	1. Pose local, state, and national policy issues as questions.	8. "What's next"
<b>SOC.VI.1.LE.2</b>	2. Explain how a particular public issue became a problem and why people disagree about it.	8. "What's next"
<b>SOC.VI.1.LE.3</b>	3. Evaluate possible resolutions of a public issue.	5. " <i>My favorite place</i> " 8. "What's next"

**Standard 2: Group Discussion**

Code	Benchmark	Section/Activities
<b>SOC.VI.2.LE.1</b>	1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.	8. "What's next"

**Standard 3: Persuasive Writing**

Code	Benchmark	Section/Activities
<b>SOC.VI.3.LE.1</b>	1. Compose a short essay expressing a decision on a local, state, or national policy issue	8. "What's next"

**English Language Arts benchmarks identified in this LCU**

**Strand I: Meaning and Communication**

Standard 2: All students will read and comprehend general and technical material.

Code	Benchmark	Section/Activities
ELA.I.2.LE.1	1. Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays and explanations of processes.	4. "What do you see?" 5. "My favorite place" 6. "What's growing in your region?"

Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Code	Benchmark	Section/Activities
ELA.I.3.LE.3	3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in a picture.	5. "My favorite place" 6. "What's growing in your region?" 7. "You can get there from here" 8. "What's next"
ELA.I.3.LE.5	5. Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, and using context and text structure.	5. "My favorite place"
ELA.I.3.LE.8	8. Express their responses to oral, visual, written, and electronic texts and compare their responses to those of others.	4. "Where in the world?"

**Strand VIII: Ideas in action**

Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Code	Benchmark	Section/Activities
ELA.VIII.10.LE.2	2. Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.	4. "What do you see?" 5. "My favorite place"
ELA.VIII.10.LE.3	3. Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. An example is creating texts to inform others about school or community issues and problems.	5. "My favorite place" 8. "What's next"

**ELA benchmarks (continued)**

**Strand IX: Inquiry and Research**

Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Code	Benchmark	Section/Activities
ELA.IX.11.LE.1	1. Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.	8. "What's next"
ELA.IX.11.LE.2	2. Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.	5. "My favorite place" 6. "What's growing in your region?"
ELA.IX.11.LE.3	3. Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.	5. "My favorite place" 8. "What's next"
ELA.IX.11.LE.4	4. Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.	8. "What's next"