

State	Website	State Standard #	Virtual History- Settling America Concept	Sections
Michigan	http://www.michigan.gov/documents/Social_Studies_Standards_122084_7.pdf	Content Standards and Working Draft Benchmarks I. Historical Perspective II. Geographic Perspective IV. Economic Perspective	Geography <ul style="list-style-type: none"> • Geography of the Atlantic world, including the Americas and England • Preparations for and challenges of a transatlantic voyage 	Late Elementary II.3.2 Describe the causes, consequences, routes and movement of major migration to the United States. II.3.3 Explain how transportation and communication link people and communities.
			Economics <ul style="list-style-type: none"> • Challenges to surviving the early years of a new colony • Colonial agriculture, hunting and fishing • Cash crops • Fur trade • Trade with Europe 	Late Elementary II.1.4 Explain how various people and cultures have adapted to and modified the environment. IV.5.2 Describe benefits of international trade to consumers and producers. IV.5.3 Describe how businesses are involved in trade as producers, distributors, importers, and exporters. Middle School II.2.4 Explain how humans modify the environment and describe some of the possible consequences of those modifications. II.2.5 Describe the consequences of human/environment interactions in several

				<p>different types of environment.</p> <p>II.3.3 Describe how and why people, goods and services, and information move within world regions and between regions.</p> <p>II.3.4 Describe the major economic and political connections between the United States and different world regions and explain their causes and consequences.</p> <p>IV.1.1 Use economic reasoning when comparing price, quality and features of goods and services.</p> <p>IV.2.1 Using a real example, describe how business practices, profit, and a willingness to take risks, enabled an entrepreneur to operate.</p>
			<p>Culture</p> <ul style="list-style-type: none"> • Style and materials for dress and housing of European settler • Law, justice and punishment • Raids, militias and defense 	<p>Later Elementary</p> <p>I.2.2 Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States with present day life in those places.</p> <p>I.2.3. Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.</p> <p>I.4.1 Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the interests and values of those involved.</p> <p>I.4.2 Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those</p>

				<p>affected by the decisions, and the short- and long-term consequences in those decisions.</p> <p>Middle School</p> <p>I.1.2 Describe major factors that characterize the following eras in United States history: The Meeting of Three Worlds (beginnings to 1620), Colonization and Settlement (1585- 1763), Revolution and the New Nation (1754- 1815), Expansion and Reform (1801-1861) and Civil War and Reconstruction (1850- 1877).</p> <p>I.2.1 Use narratives and graphic data to describe the settings of significant events that shaped the development of Michigan as a state and the United States as a nation during the eras prior to Reconstruction.</p> <p>I.4.1 Identify major decisions in Michigan and the United States history prior to the end of the era of Reconstruction, analyze contemporary factors contributing to the decisions and consider alternative courses of action.</p>
			<p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> • Style and materials for dress and housing • Contributions to European 	<p>Later Elementary</p> <p>I.3.2 Interpret conflicting accounts of events in both Michigan and United States history and analyze the viewpoints of the authors.</p> <p>II.1.4 Explain how various people and cultures have adapted to and modified the environment.</p>

			<p>survival</p> <ul style="list-style-type: none"> • Trade, including fur, seeds, guns, and metal goods • Treaties and conflict 	<p>Middle School</p> <p>II.2.4 Explain how humans modify the environment and describe some of the possible consequences of those modifications.</p> <p>II.2.5 Describe the consequences of human/environment interactions in several different types of environment.</p> <p>V.1.1 Locate and interpret information about the natural environments and cultures of countries using a variety of primary and secondary sources and electronic technologies, including computers and telecommunications where appropriate.</p>
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