

ACCESS AMERICAN HISTORY

© 2005

correlated to

Michigan

Curriculum Framework

Social Studies Benchmarks

Middle School



EDUCATION GROUP



A Houghton Mifflin Company

YOUR MICHIGAN GREAT SOURCE REPRESENTATIVES

BARBARA BATDORFF

(Barry, Clinton, Eaton, Genesee, Gratiot, Huron, Ingham, Ionia,
Lapeer, Macomb, Montcalm, Saginaw, Sanilac, Shiawassee, St. Clair,
Tuscola, & Wayne Counties)

800-289-4490, OPTION 4

Barbara_Batdorff@hmco.com

JANICE BRATEL

(Upper Peninsula)

800-289-4490, OPTION 4

Janice_Bratel@hmco.com

JERRY SUDDETH-LOTT

(All other counties except those listed above & the Upper Peninsula)

800-289-4490, OPTION 4

Jerry_Suddeth-Lott@hmco.com



ACCESS American History © 2005
correlated to
Michigan Curriculum Framework
Social Studies Benchmarks
Middle School

Strand I. Historical Perspective

Standard I.1 Time and Chronology

All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: **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); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1945-1970); and Contemporary United States (1968-present).**

Middle School Benchmarks	ACCESS American History
1. Construct and interpret timelines of people and events from the history of Michigan and the United States through the era of Reconstruction and from the history of other regions of the world.	Student Book: 44-45, 53, 56-57, 68-69, 92-93, 117, 125, 140-141, 152-153, 176
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).	Student Book: 18-28, 30-40, 42-52, 54-64, 66-76, 78-88, 90-100, 102-112, 114-124, 126-136, 138-148, 150-160, 162-172, 174-184
3. Select a contemporary condition in Africa, Asia, Canada, Europe and Latin America and trace some of the major historical origins of each.	Student Book: 201, 203, 207, 209

Standard I.2 Comprehending the Past

All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.

Middle School Benchmarks	ACCESS American History
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.	Student Book: 22-28, 34-40, 46-52, 58-64, 70-76, 82-88, 94-100, 106-112, 118-124, 130-136, 142-148, 154-160, 166-172
2. Identify and explain how individuals in history demonstrated good character and personal virtue.	Student Book: 46, 62-63, 72-73, 84, 88, 97, 110, 134-136, 143, 157-158, 191, 195, 219, 253
3. Select conditions in various parts of the world and describe how they have been shaped by events from the past.	Student Book: 203, 212-213
4. Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.	Student Book: 36-37, 118-119, 219

Standard I.3 Analyzing and Interpreting the Past

All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.

Middle School Benchmarks	ACCESS American History
1. Use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation prior to the end of the era of Reconstruction.	Student Book: 21-22, 26, 28, 32-33, 38-40, 44-45, 49-50, 53, 56-57, 62-64, 68-70, 73, 76, 81-82, 84-85, 88-89, 92-97, 100, 105-106, 110-112, 117, 122, 124, 129, 132-133, 136, 140-142, 145-146, 148, 152-153, 155, 159-160, 164-165, 168-169, 172-173, 177, 179, 184
3. Show that historical knowledge is tentative and subject to change by describing interpretations of the past that have been revised when new information was uncovered.	Student Book: 219
4. Compose narratives of events from the history of Michigan and of the United States prior to the era of Reconstruction.	Student Book: 22-28, 34-40, 46-52, 58-64, 70-76, 82-88, 94-100, 106-112, 118-124, 130-136, 142-148, 154-160, 166-172

Standard I.4 Judging Decisions from the Past

All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.

Middle School Benchmarks	ACCESS American History
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.	Student Book: 37-39, 46-51, 58-63, 72-73, 82-87, 94-99, 106-107, 110-111, 119-123, 130-135, 142-147, 154-159, 166-171, 178-183
2. Identify major decisions in the history of Africa, Asia, Canada, Europe and Latin America, analyze contemporary factors contributing to the decisions and consider alternative courses of action.	Student Book: 203
3. Identify the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.	Student Book: 37, 39, 48-49, 51, 122-123, 131, 133-135, 154, 156-157, 179, 181, 191, 229, 231, 238, 242, 250-255, 262-264
4. Select historic decisions and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.	Student Book: 219

Strand II. Geographic Perspective

Standard II.1 Diversity of People, Places, and Culture

All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.

Middle School Benchmarks	ACCESS American History
1. Locate and describe the diverse places, cultures, and communities of major world regions.	Student Book: 29

Standard II.3 Location, Movement, and Connections

All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.

Middle School Benchmarks	ACCESS American History
1. Locate and describe major economic activities and occupations of major world regions and explain the reasons for their locations.	Student Book: 265-266
2. Explain how governments have divided land and sea areas into different regions.	Student Book: 145, 146-147, 235, 239
3. Describe how and why people, goods and services, and information move within world regions and between regions.	Student Book: 265-266
4. Describe the major economic and political connections between the United States and different world regions and explain their causes and consequences.	Student Book: 262-267

Standard II.4 Regions, Patterns, and Processes

All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them.

Middle School Benchmarks	ACCESS American History
1. Draw a sketch map of the world from memory.	Student Book: 12-13
2. Locate and describe major cultural, economic, political and environmental features of Africa, Europe, Asia, Australia and North and South America and the processes that created them.	Student Book: 46-49, 51, 58-64, 82-88, 94-100, 106-112, 120-124, 130-136, 142-148, 154-160, 166-172, 178-184, 190-196, 202-208, 214-220, 226-232, 238-244, 250-256, 262-268
3. Describe major patterns of world population, physical features, ecosystems, cultures and explain some of the factors causing the patterns.	Student Book: 265

Standard II.5 Global Issues and Events

All students will describe and explain the causes, consequences, and geographic context of major global issues and events.

Middle School Benchmarks	ACCESS American History
1. Describe how social and scientific changes in regions may have global consequences.	Student Book: 262-268

Strand III. Civic Perspective

Standard III.1 Purposes of Government

All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness.

Middle School Benchmarks	ACCESS American History
1. Describe how the federal government in the United States serves the purposes set forth in the Preamble to the Constitution.	Student Book: 272-279
2. Distinguish between representative democracy in the United States and other forms of government.	Student Book: 236, 238, 264, 274-275
3. Explain how the rule of law protects individual rights and serves the common good.	Student Book: 274-279, 286-291
4. Explain the importance of limited government to protect political and economic freedom.	Student Book: 274-279, 286-291

Standard III.2 Ideals of American Democracy

All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.

Middle School Benchmarks	ACCESS American History
1. Identify the essential ideas expressed in the Declaration of Independence and the origins of those ideas, and explain how they set the foundation for civic life, politics and government in the United States.	Student Book: 58-64
2. Describe provisions of the U.S. Constitution which delegate to government the powers necessary to fulfill the purposes for which it was established.	Student Book: 274-279

Middle School Benchmarks	ACCESS American History
3. Explain means for limiting the powers of government established by the U.S. Constitution.	Student Book: 274-279, 286-291

Standard III.3 Democracy in Action

All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society.

Middle School Benchmarks	ACCESS American History
1. Distinguish between civil and criminal procedure.	Student Book: 290
2. Identify disparities between American ideals and realities and propose ways to reduce them.	Student Book: 250-251

Standard III.4 American Government and Politics

All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power.

Middle School Benchmarks	ACCESS American History
1. Evaluate information and arguments from various sources in order to evaluate candidates for public office.	Student Book: 302
2. Explain how the Constitution is maintained as the supreme law of the land.	Student Book: 274-279

Standard III.5 American Government and World Affairs

All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena.

Middle School Benchmarks	ACCESS American History
1. Describe the purposes and functions of major international, governmental organizations.	Student Book: 231, 239-240, 262, 264-265
2. Describe means used by the United States to resolve international conflicts.	Student Book: 264-265

Strand IV. Economic Perspective

Standard IV.1 Individual and Household Choices

All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society.

Middle School Benchmarks	ACCESS American History
2. Evaluate employment and career opportunities in light of economic trends.	Student Book: 132, 146, 183, 190-191, 218, 266-267

Standard IV.2 Business Choices

All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.

Middle School Benchmarks	ACCESS American History
4. Examine the historical and contemporary role an industry has played and continues to play in a community.	Student Book: 130-131, 194-196, 266-267

Standard IV.3 Role of Government

All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production.

Middle School Benchmarks	ACCESS American History
2. Identify and describe different forms of economic measurement.	Student Book: 218
3. Use case studies to assess the role of government in the economy.	Student Book: 219, 231, 266
4. Distinguish different forms of taxation and describe their effects.	Student Book: 120, 265, 299

Standard IV.4 Economic Systems

All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.

Middle School Benchmarks	ACCESS American History
2. Describe the roles of the various economic institutions which comprise the American economic system such as governments, business firms, labor unions, banks, and households.	Student Book: 130-131, 194-196, 219, 231, 266-267

Standard IV.5 Trade

All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.

Middle School Benchmarks	ACCESS American History
1. Identify the current and potential contributions of national and world regions to trade.	Student Book: 265-266, 269
3. Describe the historical development of the different means of payment such as barter, precious metals, or currency to facilitate exchange.	Student Book: 23, 46, 265

Strand V. Inquiry

Standard V.1 Information Processing

All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.

Middle School Benchmarks	ACCESS American History
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.	Student Book: 26, 38, 49, 62, 81, 89, 97, 133, 159, 168, 225, 253, 275
2. Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.	Student Book: 28, 40-41, 52-53, 64, 76, 88, 100, 112-113, 124, 136-137, 148-149, 160, 172, 184, 196-197, 208-209, 220, 232, 244-245, 256, 268, 281, 292, 304
3. Interpret social science information about the natural environment and cultures of countries from a variety of primary and secondary sources.	Student Book: 26, 38, 49, 62, 81, 89, 97, 133, 159, 168, 225, 253, 275

Standard V.2 Conducting Investigations

All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.

Middle School Benchmarks	ACCESS American History
1. Pose a social science question about a culture, world region, or international problem.	Student Book: 40, 52, 100, 112, 137, 160, 184, 197, 227, 232-233
2. Gather and analyze information using appropriate information technologies to answer the question posed.	Student Book: 40, 52, 100, 112, 137, 160, 184, 197, 227, 232-233
3. Construct an answer to the question posed and support their answer with evidence.	Student Book: 40, 52, 100, 112, 137, 160, 184, 197, 227, 232-233
4. Report the results of their investigation including procedures followed and possible alternative conclusions.	Student Book: 40, 52, 100, 112, 137, 160, 184, 197, 227, 232-233

Strand VI. Public Discourse and Decision Making

Standard VI.1 Identifying and Analyzing Issues

All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue.

Middle School Benchmarks	ACCESS American History
2. Trace the origins of a public issue.	Student Book: 39, 51, 58, 65, 86-87, 89, 95, 110-111, 122-123, 125, 131, 134-135, 136-137, 154-157, 191, 194-195, 205-207, 217-219, 229, 231, 243, 250-255, 263
3. Explain how culture and experiences shape positions that people take on an issue.	Student Book: 39, 51, 58, 65, 86-87, 89, 95, 110-111, 122-123, 125, 131, 134-135, 136-137, 154-157, 191, 194-195, 205-207, 217-219, 229, 231, 243, 250-255, 263

Standard VI.2 Group Discussion

All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.

Middle School Benchmarks	ACCESS American History
1. Engage each other in conversations which attempt to clarify and resolve national and international policy issues.	Student Book: 264-267, 269

Standard VI.3 Persuasive Writing

All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.

Middle School Benchmarks	ACCESS American History
1. Compose essays expressing decisions on national and international policy issues.	Student Book: 268

Strand VII. Citizen Involvement

Standard VII.1 Responsible Personal Conduct

All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

Middle School Benchmarks	ACCESS American History
1. Use laws and other ethical rules to evaluate their own conduct and the conduct of others.	Student Book: 299-303



TOLL FREE: **800-289-4490**

VISIT OUR WEB SITE: **WWW.GREATSOURCE.COM**
