

BCCS
11th and 12th grade MICHIGAN HISTORY Curriculum Map
 (No revision date as of 5-19-09)

Month	Content <i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		Skills <i>What do students have to be able to do connected to the Content?</i>	Essential Questions <i>What are fundamental, enduring questions that will guide study and instruction?</i>	Standards/Benchmarks <i>What benchmarks are met through this topic?</i>	Instruction <i>What activities are used to develop the skills and knowledge?</i>	Resources <i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	Assessment <i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
September	Topic: Inquiry and History Themes and Events Research Protocol—Papers, Documentary, PowerPoint Portfolio/Binder Investigations of Topics in Michigan History Primary documents Pre-Historic N.A. Cultures/French and British in Michigan Begin Project No. 1	N/A	--Disciplinary Knowledge (Defining characteristics, patterns, perspectives, relationships and judgments. --Thinking Skills: <ul style="list-style-type: none"> • Reading (meaning and interpretation) • Communication • Critical Thinking • Problem Solving • Analysis and interpretation • Inquiry and research • Evaluating, taking and defending positions. • Evaluating alternative views. • Innovation/creativity. • Critiques --Democratic Values <ul style="list-style-type: none"> • Respective for individual worth/human dignity --Citizenship <ul style="list-style-type: none"> • Public Discourse --Leadership <ul style="list-style-type: none"> • Historic, geographic, economic, and media literacy • Collaboration --Communication: Verbal ,Visual, Written	How do Michigan’s Historical events: <ul style="list-style-type: none"> • Transcend time and place • Help one understand and explain causal relationships in history. • Influence other subsequent events • Affect a large number of people • Discern patterns to explain the world around us • Offer different perspectives • Illustrate different narratives • Explain important social, economic, political, cultural and environmental events. 	General Social Studies Social Science Knowledge: K1.1, K1.4, K1.6, K1.8, K1.10; Reading and Communication: P1.1, P1.2, P1.3, P1.4, P1.5 Inquiry, Research and Analysis: P2.3, P2.4, P2.5 Public Discourse and Decision Making: P3.1, P3.2, P3.3 Technology Basic Operations (MLA, common editing tools, import/export graphics, online learning experience, word, pp); communication and technology productivity tools.	--Syllabus --Protocol --Models of Research --Examining Themes in Michigan History (Narrow topic choices) --Parenthetical Citations based on Primary Document Reading --Bibliography based on Michigan History Reference Collection and --- Internet Sources --How to find legitimate sources --Lectures/discussion on M. History --Topics/Note-taking --Research - Project No. 1 (options of 10-page paper, 30-slide p-point, 10-minute video, 15-minute speech) (Four projects per semester) --Weekly timeline (Mondays: Lecture and discussion of topics; Tuesday-Thursday: Research and preparation time; Friday: share article of interest. --Film critique	--Michigan History Reference Collection, H.S. Library --Syllabus --Internet --Assigned websites --Historical Journals --Michigan History Magazines --Lecture notes (p-point presentations) --Rubrics --Documentary: Michigan’s Indians were Here First -	--Discussion/Written Response about Themes in Michigan History --Project Proposals (based on 10 topics) --Parenthetical Citations --Bibliography --Class participation --Weekly article presentation and discussion --Weekly work log checklist and binder check for project progress --Film critique --Research Project --Student Critiques

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October	<p>Topic:</p> <p>Research Project: Student's choice</p> <p>Americans Come to Michigan</p> <p>Settlement /Statehood</p> <p>Civil War</p> <p>Project No. 1 due</p> <p>Project No. 2 begins</p>	<p>Vocabulary:</p> <p>N/A</p>	<p>-Disciplinary Knowledge (Defining characteristics, patterns, perspectives, relationships and judgments.</p> <p>--Thinking Skills:</p> <ul style="list-style-type: none"> • Reading (meaning and interpretation) • Communication • Critical Thinking • Problem Solving • Analysis and interpretation • Inquiry and research • Evaluating, taking and defending positions. • Evaluating alternative views. • Innovation/creativity. • Critiques <p>--Democratic Values</p> <ul style="list-style-type: none"> • Respective for individual worth/human dignity <p>--Citizenship</p> <ul style="list-style-type: none"> • Public Discourse <p>--Leadership</p> <ul style="list-style-type: none"> • Historic, geographic, economic, and media literacy • Collaboration <p>--Communication: Verbal , Visual, Written</p> <p>--</p> <p>--</p> <p>.</p>	<p>How do Michigan's Historical events:</p> <ul style="list-style-type: none"> • Transcend time and place • Help one understand and explain causal relationships in history. • Influence other subsequent events • Affect a large number of people • Discern patterns to explain the world around us • Offer different perspectives • Illustrate different narratives <p>Explain important social, economic, political, cultural and environmental events.</p>	<p>General Social Studies</p> <p>Social Science Knowledge: K1.1, K1.4, K1.6, K1.8, K1.10; Reading and Communication: P1.1, P1.2, P1.3, P1.4, P1.5 Inquiry, Research and Analysis: P2.3, P2.4, P2.5 Public Discourse and Decision Making: P3.1, P3.2, P3.3</p> <p>Technology</p> <p>Basic Operations (MLA, common editing tools, import/export graphics, online learning experience, word, pp); communication and technology productivity tools.</p>	<p>Examining Themes in Michigan History (Narrow topic choices)</p> <p>-Parenthetical Citations based on Primary Document Reading</p> <p>-Bibliography based on Michigan History Reference Collection and --- Internet Sources</p> <p>-How to find legitimate sources</p> <p>-Lectures/discussion on M. History</p> <p>-Topics/Note-taking</p> <p>-Research</p> <p>- Project No. 1 (options of 10-page paper, 30-slide p-point, 10-minute video, 15-minute speech) (Four projects per semester)</p> <p>-Weekly timeline (Mondays: Lecture and discussion of topics; Tuesday-Thursday: Research and preparation time; Friday: share article of interest.</p> <p>-Film critique</p>	<p>Michigan History Reference Collection, H.S. Library</p> <p>-Syllabus</p> <p>-Internet</p> <p>-Assigned websites</p> <p>-Historical Journals</p> <p>-Michigan History Magazines</p> <p>-Lecture notes (p-point presentations)</p> <p>-Rubrics</p> <p>-Documentary: Michigan's Indians were Here First</p>	<p>-Discussion/Written Response about Themes in Michigan History</p> <p>--Project Proposals (based on 10 topics)</p> <p>-Parenthetical Citations</p> <p>-Bibliography</p> <p>-Class participation</p> <p>-Weekly article presentation and discussion</p> <p>-Weekly work log checklist and binder check for project progress</p> <p>-Film critique</p> <p>-Research Project</p> <p>--Student Critiques</p>

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November	Topic: Benzie History Natural Resources/Industry Depression/Labor Movement Project No. 2 due Begin Project No. 3	Vocabulary: N/A	--Disciplinary Knowledge (Defining characteristics, patterns, perspectives, relationships and judgments. --Thinking Skills: <ul style="list-style-type: none"> • Reading (meaning and interpretation) • Communication • Critical Thinking • Problem Solving • Analysis and interpretation • Inquiry and research • Evaluating, taking and defending positions. • Evaluating alternative views. • Innovation/creativity. • Critiques --Democratic Values <ul style="list-style-type: none"> • Respective for individual worth/human dignity --Citizenship <ul style="list-style-type: none"> • Public Discourse --Leadership <ul style="list-style-type: none"> • Historic, geographic, economic, and media literacy • Collaboration --Communication: Verbal, Visual, Written	How do Michigan's Historical events: <ul style="list-style-type: none"> • Transcend time and place • Help one understand and explain causal relationships in history. • Influence other subsequent events • Affect a large number of people • Discern patterns to explain the world around us • Offer different perspectives • Illustrate different narratives Explain important social, economic, political, cultural and environmental events.	General Social Studies Social Science Knowledge: K1.1, K1.4, K1.6, K1.8, K1.10; Reading and Communication: P1.1, P1.2, P1.3, P1.4, P1.5 Inquiry, Research and Analysis: P2.3, P2.4, P2.5 Public Discourse and Decision Making: P3.1, P3.2, P3.3 Technology Basic Operations (MLA, common editing tools, import/export graphics, online learning experience, word, pp); communication and technology productivity tools.	Examining Themes in Michigan History (Narrow topic choices) -Parenthetical Citations based on Primary Document Reading -Bibliography based on Michigan History Reference Collection and Internet Sources -How to find legitimate sources -Lectures/discussion on M. History -Topics/Note-taking -Research - Project No. 1 (options of 10-page paper, 30-slide p-point, 10-minute video, 15-minute speech) (Four projects per semester) -Weekly timeline (Mondays: Lecture and discussion of topics; Tuesday-Thursday: Research and preparation time; Friday: share article of interest. -Film critique	Michigan History Reference Collection, H.S. Library -Syllabus -Internet -Assigned websites -Historical Journals -Michigan History Magazines -Lecture notes (p-point presentations) -Rubrics -Documentary: Benzie County	-Discussion/Written Response about Themes in Michigan History --Project Proposals (based on 10 topics) -Parenthetical Citations -Bibliography -Class participation -Weekly article presentation and discussion -Weekly work log checklist and binder check for project progress -Film critique -Research Project --Student Critiques

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December	Topic: Arsenal of Democracy Modern Michigan Project No. 3 due Begin Project 4	Vocabulary: NA	--Disciplinary Knowledge (Defining characteristics, patterns, perspectives, relationships and judgments. --Thinking Skills: <ul style="list-style-type: none"> • Reading (meaning and interpretation) • Communication • Critical Thinking • Problem Solving • Analysis and interpretation • Inquiry and research • Evaluating, taking and defending positions. • Evaluating alternative views. • Innovation/creativity. • Critiques --Democratic Values <ul style="list-style-type: none"> • Respective for individual worth/human dignity --Citizenship <ul style="list-style-type: none"> • Public Discourse --Leadership <ul style="list-style-type: none"> • Historic, geographic, economic, and media literacy • Collaboration --Communication: Verbal ,Visual, Written	How do Michigan's Historical events: <ul style="list-style-type: none"> • Transcend time and place • Help one understand and explain causal relationships in history. • Influence other subsequent events • Affect a large number of people • Discern patterns to explain the world around us • Offer different perspectives • Illustrate different narratives Explain important social, economic, political, cultural and environmental events.	General Social Studies Social Science Knowledge: K1.1, K1.4, K1.6, K1.8, K1.10; Reading and Communication: P1.1, P1.2, P1.3, P1.4, P1.5 Inquiry, Research and Analysis: P2.3, P2.4, P2.5 Public Discourse and Decision Making: P3.1, P3.2, P3.3 Technology Basic Operations (MLA, common editing tools, import/export graphics, online learning experience, word, pp); communication and technology productivity tools.	Examining Themes in Michigan History (Narrow topic choices) -Parenthetical Citations based on Primary Document Reading -Bibliography based on Michigan History Reference Collection and --- Internet Sources -How to find legitimate sources -Lectures/discussion on M. History -Topics/Note-taking -Research - Project No. 1 (options of 10-page paper, 30-slide p-point, 10-minute video, 15-minute speech) (Four projects per semester) -Weekly timeline (Mondays: Lecture and discussion of topics; Tuesday-Thursday: Research and preparation time; Friday: share article of interest. -Film critique	Michigan History Reference Collection, H.S. Library -Syllabus -Internet -Assigned websites -Historical Journals -Michigan History Magazines -Lecture notes (p-point presentations) -Rubrics -Documentary	Discussion/Written Response about Themes in Michigan History --Project Proposals (based on 10 topics) -Parenthetical Citations -Bibliography -Class participation -Weekly article presentation and discussion -Weekly work log checklist and binder check for project progress -Film critique -Research Project --Student Critiques

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January	Topic: Current Issues: Environmental Impact, Political, Cultural Project No. 4 due	Vocabulary: NA	--Disciplinary Knowledge (Defining characteristics, patterns, perspectives, relationships and judgments. --Thinking Skills: <ul style="list-style-type: none"> • Reading (meaning and interpretation) • Communication • Critical Thinking • Problem Solving • Analysis and interpretation • Inquiry and research • Evaluating, taking and defending positions. • Evaluating alternative views. • Innovation/creativity. • Critiques --Democratic Values <ul style="list-style-type: none"> • Respective for individual worth/human dignity --Citizenship <ul style="list-style-type: none"> • Public Discourse --Leadership <ul style="list-style-type: none"> • Historic, geographic, economic, and media literacy • Collaboration --Communication: Verbal ,Visual, Written -- .	How do Michigan's Historical events: <ul style="list-style-type: none"> • Transcend time and place • Help one understand and explain causal relationships in history. • Influence other subsequent events • Affect a large number of people • Discern patterns to explain the world around us • Offer different perspectives • Illustrate different narratives Explain important social, economic, political, cultural and environmental events.	General Social Studies Social Science Knowledge: K1.1, K1.4, K1.6, K1.8, K1.10; Reading and Communication: P1.1, P1.2, P1.3, P1.4, P1.5 Inquiry, Research and Analysis: P2.3, P2.4, P2.5 Public Discourse and Decision Making: P3.1, P3.2, P3.3 Technology Basic Operations (MLA, common editing tools, import/export graphics, online learning experience, word, pp); communication and technology productivity tools.	Examining Themes in Michigan History (Narrow topic choices) -Parenthetical Citations based on Primary Document Reading -Bibliography based on Michigan History Reference Collection and Internet Sources -How to find legitimate sources -Lectures/discussion on M. History -Topics/Note-taking -Research - Project No. 1 (options of 10-page paper, 30-slide p-point, 10-minute video, 15-minute speech) (Four projects per semester) -Weekly timeline (Mondays: Lecture and discussion of topics; Tuesday-Thursday: Research and preparation time; Friday: share article of interest. -Film critique Semester Exam	Michigan History Reference Collection, H.S. Library -Syllabus -Internet -Assigned websites -Historical Journals -Michigan History Magazines -Lecture notes (p-point presentations) -Rubrics -Documentary:	Discussion/Written Response about Themes in Michigan History --Project Proposals (based on 10 topics) -Parenthetical Citations -Bibliography -Class participation -Weekly article presentation and discussion -Weekly work log checklist and binder check for project progress -Film critique -Research Project --Student Critiques Semester exam