

MICHIGAN LEARNING STANDARDS FOR ELEMENTARY STUDENTS
Correlated with American Careers For Kids
(The page numbers listed refer to pages in the Student ACK!tivity Book.)

ENGLISH LANGUAGE ARTS	
<p>Content Standard 1: Read and comprehend general and technical material.</p> <p>1. Use reading for multiple purposes.</p> <p>Pages 1-4, 5-6, 7, 8, 9, 10-11, 12, 13, 14-15, 16, 17, 18-19, 20-21, 25, 28, 29, 31, 34, 36, 37, 38, 39-41, 42, 43, 44, 45, 46, 47, 48, 49, 50-51, 52, 53, 54, 56, 59, 60, Performance Assessment.</p> <p>2. Read a variety of texts with developing fluency.</p> <p>Pages 1-4, 5-6, 8, 12, 13, 14-15, 16, 17, 18-19, 20-21, 22, 23-24, 25, 28, 29, 31, 34, 36, 37, 38, 39-41, 42, 43, 44, 45, 46, 47-48, 49, 50-51, 52, 53, 54, 55, 56, 57-58, 59, Performance Assessment.</p> <p>3. Employ multiple strategies to construct meaning.</p> <p>Pages 1-4, 5-6, 8, 12, 13, 14-15, 16, 17, 18-19, 20-21, 22, 23-24, 25, 26, 27, 28, 29, 30, 31, 32-33, 34, 36, 37, 38, 39-41, 42, 43, 44, 45, 46, 47-48, 49, 50-51, 52, 53, 54, 55, 56, 59, 60, Performance Assessment.</p> <p>4. Employ multiple strategies to recognize words.</p> <p>Pages 1-4, 5-6, 12, 13, 16, 17, 18-19, 20-21, 22, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 42, 43, 44, 45, 46, 49, 50-51, 54, 55, 56, 59, 60.</p> <p>5. Respond to oral, visual, written and electronic texts.</p> <p>Pages 1-4, 5-6, 7, 8, 9, 10-11, 12, 13, 14-15, 16, 17, 18-19, 20-21, 25, 28, 29, 31, 34, 36, 37, 38, 39-41, 42, 43, 44, 45, 46, 47, 48, 49, 50-51, 52, 53, 54, 56, 59, 60, Performance Assessment.</p>	<p>Content Standard 2: Demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.</p> <p>1. Write fluently for multiple purposes.</p> <p>Pages 5-6, 12, 13, 14-15, 16, 20-21, 22, 23-24, 28, 29, 32-33, 34, 37, 38, 39-41, 42, 46, 47-48, 49, 50-51, 56, 57-58, 59, Performance Assessment.</p> <p>2. Recognize and use authors' techniques in writing.</p> <p>Pages 5-6, 16, 20-21, 22, 28, 29, 31, 32-33, 34, 37, 38, 39-41, 42, 47-48, 49, 50-51, 56, 57-58, 59, Performance Assessment.</p> <p>3. Plan and draft texts using the writing process.</p> <p>Pages 5-6, 16, 20-21, 22, 28, 29, 31, 32-33, 34, 37, 38, 39-41, 42, 47-48, 49, 50-51, 56, 57-58, 59, Performance Assessment.</p> <p>4. Identify multiple language conventions and use them to edit text.</p> <p>Pages 5-6, 7, 16, 20-21, 22, 28, 29, 34, 38, 42, 47-48, 49, 50-51, 56, 59, Performance Assessment.</p> <p>Content Standard 3: Focus on meaning and communication in listening, speaking, viewing, reading and writing in personal, social, occupational and civic contexts.</p> <p>1. Integrate listening, speaking, viewing, reading and writing skills for multiple purposes.</p> <p>Pages 1-4, 5-6, 12, 13, 14-15, 16, 18-19, 20-21, 22, 23-24, 26, 27, 28, 29, 31, 32-33, 34, 37, 38, 39-41, 42, 43, 44, 45, 46, 47-48, 49,</p>

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<p>50-51, 54, 55, 56, 57-58, 59, 60, Performance Assessment.</p> <p>2. Analyze the impact of variables on components of the communication process.</p> <p>Pages 1-4, 5-6, 7, 12, 13, 14-15, 16, 18-19, 20-21, 22, 23-24, 26, 27, 29, 32-33, 34, 37, 38, 39-41, 42, 43, 44, 45, 49, 55, 56, 57-58, 60.</p> <p>3. Read and write, speak, listen and interact, view and represent creatively.</p> <p>Pages 5-6, 9, 10-11, 12, 13, 14-15, 16, 18-19, 20-21, 22, 23-24, 26, 27, 28, 29, 31, 32-33, 34, 37, 38, 39-41, 42, 44, 45, 46, 47-48, 49-50, 51, 53, 54, 55, 56-57, 58, 59, Performance Assessment.</p> <p>4. Distinguish between verbal and nonverbal communication; practice effective listening and speaking.</p> <p>Pages 14-15, 18-19, 23-24, 26, 27, 29, 32-33, 34, 37, 39-41, 44, 49, 55, 57-58, 60.</p> <p>5. Employ strategies to construct meaning while reading, listening to, viewing or creating texts.</p> <p>Pages 5-6, 12, 13, 16, 20-21, 26, 28, 29, 31, 34, 42, 46, 49, 50-51, 54, 55, 56, 59, Performance Assessment.</p> <p>6. Use a variety of resources to construct meaning of unfamiliar texts.</p> <p>Pages 12, 13, 20-21, 25, 28, 29, 31, 42, 45, 46, 49, 50-51, 54, 56, 59.</p> <p>7. Recognize and use texts as models to construct text, convey meaning and express feelings to influence</p>	<p>an audience.</p> <p>Pages 5-6, 12, 13, 16, 20-21, 22, 28, 29, 31, 38, 42, 49, 50-51, 55, 56, 59, Performance Assessment.</p> <p>8. Express responses to oral, visual, written and electronic texts.</p> <p>Pages 1-4, 5-6, 12, 13, 14-15, 16, 18-19, 20-21, 22, 23-24, 26, 27, 28, 29, 31, 32-33, 34, 37, 38, 39-41, 42, 43, 44, 46, 47-48, 49, 50-51, 55, 56, 57-58, 59, 60, Performance Assessment.</p> <p>Content Standard 4: Use the English language effectively.</p> <p>1. Describe language patterns used in spoken, written and visual communication contexts.</p> <p>Pages 7, 14-15, 16, 23-24, 26, 27, 32-33, 34, 37, 38, 39-41, 45, 57-58, 60.</p> <p>2. Describe how features of English vary over time and from place to place and how they affect meaning.</p> <p>Not addressed directly.</p> <p>3. Recognize how words and phrases relate to their origin.</p> <p>Pages 13, 28, 31, 43, 45, 49, 50-51, 54, 55, 56.</p> <p>4. Explore the use of synonyms.</p> <p>Pages 12, 28, 29, 34, 38, 42, 49, 56, 60.</p> <p>5. Recognize and use language appropriate for varied contexts and purposes.</p>

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<p>Pages 5-6, 12, 13, 14-15, 16, 18-19, 20-21, 22, 23-24, 26, 27, 28, 29, 32-33, 34, 37, 38, 39-41, 42, 43, 44, 45, 47-48, 49, 56, 57-58, 59, 60, Performance Assessment.</p> <p>Content Standard 5: Read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment and understanding of individuality, our common heritage and common humanity and the rich diversity in our society.</p> <p>1. Select, read, listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>Pages 12, 13, 20-21, 29, 49, 56.</p> <p>2. Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism and love.</p> <p>Pages 34, 38, 49.</p> <p>3. Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p> <p>Page 49.</p> <p>4. Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>Pages 20-21, 31.</p> <p>5. Describe how characters in literature and other texts form</p>	<p>opinions about one another in ways that can be fair and unfair.</p> <p>Not directly addressed.</p> <p>Content Standard 6: Learn to communicate information accurately and effectively and demonstrate expressive abilities by creating oral, written and visual texts that enlighten and engage an audience.</p> <p>1. Use elements of effective communication to enhance relationships.</p> <p>Pages 5-6, 12, 13, 14-15, 16, 20-21, 22, 28, 29, 32-33, 37, 39-41, 42, 45, 49, 50-51, 55, 56, 60.</p> <p>2. Explain importance of confidence and presence in personal oral and written communication.</p> <p>Pages 13, 14-15, 16, 20-21, 22, 23-24, 26, 27, 28, 29, 32-33, 34, 37, 38, 39-41, 42, 43, 44, 47-48, 49, 56, 57-58, Performance Assessment.</p> <p>3. Identify style and characteristics of individual authors, speakers and illustrators and how they influence audience expectations.</p> <p>Not directly addressed.</p> <p>4. Reveal personal voice by explaining growth in learning and accomplishment.</p> <p>Pages 32-33, 37, 38, 47-48, 57-58, 59, Performance Assessment.</p> <p>Content Standard 7: Demonstrate, analyze and reflect upon the</p>

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<p style="text-align: center;">skills and processes used to communicate through listening, speaking, viewing, reading and writing.</p> <p>1. Use varied strategies when working with unfamiliar texts.</p> <p>Pages 1-4, 5-6, 7, 8, 9, 10-11, 12, 13, 14-15, 16, 18-19, 20-21, 28, 29, 31, 32-33, 42, 43, 44, 45, 46, 47-48, 49, 50-51, 54, 55, 56, 59, 60, Performance Assessment.</p> <p>2. Monitor progress while using a variety of strategies to overcome challenges when constructing and conveying meaning.</p> <p>Pages 1-4, 5-6, 7, 8, 9, 10-11, 12, 13, 14-15, 16, 18-19, 20-21, 28, 29, 31, 32-33, 42, 43, 44, 45, 46, 47-48, 49, 50-51, 54, 55, 56, 59, 60, Performance Assessment.</p> <p>3. Apply new learning by forming questions and setting learning goals to monitor developing literacy.</p> <p>Pages 32-33, 39-41, 44, 47-48, 57-58, 59, Performance Assessment.</p> <p>4. Develop and use strategies for applying the writing process.</p> <p>Pages 5-6, 12, 13, 16, 20-21, 22, 26, 28, 29, 32-33, 34, 37, 38, 39-41, 42, 44, 46-47, 48, 56, 59, Performance Assessment.</p> <p>Content Standard 8: Explore and use characteristics of different types of texts, aesthetic elements and mechanics--including text structure, figurative and descriptive language, spelling, punctuation and grammar--to construct and convey meaning.</p>	<p>1. Identify and use mechanics in writing.</p> <p>Pages 5-6, 7, 12, 13, 16, 20-21, 29, 34, 39-41, 42, 44, 49, 59, Performance Assessment.</p> <p>2. Identify and use elements of various narrative genre and story elements.</p> <p>Page 49.</p> <p>3. Identify and use characteristics of various information genre.</p> <p>Pages 5-6, 12, 13, 16, 20-21, 22, 28, 29, 31, 34, 38, 42, 44, 49, 50-51, 56, 59, Performance Assessment.</p> <p>4. Identify and use aspects of the craft of the speaker, writer and illustrator to express ideas artistically.</p> <p>Pages 5-6, 12, 13, 16, 20-21, 22, 28, 29, 32-33, 34, 37, 38, 42, 49, 50-51, 55, 59, Performance Assessment.</p> <p>5. Describe and use characteristics of various oral, visual and written texts to convey meaning.</p> <p>Pages 5-6, 12, 13, 20-21, 22, 28, 29, 31, 34, 38, 42, 49, 50-51, 55, 56.</p> <p>Content Standard 9: Demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.</p> <p>1. Explore and reflect on universal themes and substantive issues.</p>

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<p>2. Develop and apply both individual and shared standards based on exemplary works.</p> <p>See note for #1.</p> <p>3. Demonstrate preferences in reading, writing, speaking, listening, viewing and representing based on aesthetic qualities.</p> <p>Pages 5-6, 9, 10-11, 12, 13, 28, 29, 34, 38, 42, 49, 50-51, 55, Performance Assessment.</p> <p>4. Create a collection of personal work selected to reflect identified criteria.</p> <p>Page 58, Performance Assessment.</p> <p>5. Develop standards to analyze how style and substance of messages reflect values of a communicator.</p> <p>Pages 5-6, 12, 13, 14-15, 16, 28, 29, 31, 34, 38, 42, 43, 47-48, 49, 55, 56, 57-58, 59, Performance Assessment.</p>	<p>Strand I, Patterns</p> <p>Content Standard 1: Recognize similarities and generalize patterns; use patterns to create models; describe the nature of patterns; construct representations of mathematical relationships.</p> <p>1. Recognize, describe and extend numerical and geometric patterns.</p> <p>Pages 9, 10-11, 18-19, 26, 27, 35, 36, 43, 45, 46, 52, 53, 54.</p> <p>2. Represent and record patterns and relationships in a variety of ways.</p> <p>Pages 1-4, 9, 10-11, 18-19, 26, 27, 35, 36, 43, 45, 46, 52, 53, 54.</p> <p>3. Use patterns to describe real-world phenomena.</p> <p>Pages 13, 18-19, 20-21, 26, 27, 36, 43, 44, 45, 49, 50-51, 52, 54.</p> <p>4. Explore various types of numeric and geometric patterns.</p> <p>Pages 9, 10-11, 26, 27, 35, 36, 43, 45, 46, 52, 53, 54.</p> <p>5. Apply experiences with patterns to help solve problems and explore new content.</p> <p>Pages 9, 10-11, 18-19, 26, 27, 35, 36, 43, 45, 46, 52, 53, 54.</p> <p>Content Standard 2: Describe relationships among variables, predict what will happen when one is changed; analyze natural variation and sources of variability; compare patterns of change.</p>

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<p>MATHEMATICS <i>(continued)</i></p> <p>1. Recognize change and variability when it occurs in a variety of settings.</p> <p>Pages 12, 18-19, 20-21, 26, 27, 28, 29, 31, 36, 44, 46, 49, 50-51, 52, 54.</p> <p>2. Recognize that change is often predictable, but variable and patterns emerge to help describe change.</p> <p>Pages 12, 20-21, 26, 29, 31, 36, 44, 46, 49, 50-51, 52, 54.</p> <p>3. Explore change and realize that changes are frequently interdependent.</p> <p>Pages 12, 20-21, 26, 29, 31, 36, 44, 46, 49, 50-51, 52, 54.</p> <p>4. Use tables, charts, open sentences and models to represent change and variability.</p> <p>Pages 12, 20-21, 26, 29, 31, 36, 44, 46, 49, 50-51, 52, 54.</p> <p>5. Describe and differentiate between types of relationships.</p> <p>Pages 12, 18-19, 20-21, 26, 36, 44, 52, 54.</p> <p>6. Explore variability and change in a variety of contexts.</p> <p>Pages 12, 20-21, 26, 29, 31, 36, 44, 46, 49, 50-51, 52, 54.</p> <p>Strand II, Geometry</p> <p>Content Standard 1: Develop spatial sense.</p> <p>1. Recognize and name familiar shapes.</p>	<p>Pages 9, 10-11, 12, 13, 39-41, 44, 45.</p> <p>2. Describe the attributes of familiar shapes.</p> <p>The description will depend on the conversation that develops during the experiences listed in #1.</p> <p>3. Compare, sort and classify familiar shapes.</p> <p>Not directly addressed.</p> <p>4. Draw and build familiar shapes.</p> <p>Pages 9, 10-11, 12, 13, 26, 42, 43, 44, 45, 49, 50-51, 55.</p> <p>5. Explore ways to combine, dissect and transform shapes.</p> <p>Pages 9, 10-11, 28, 42, 43, 44, 49, 50-51, 55.</p> <p>6. Recognize parallel and perpendicular line segments.</p> <p>Pages 9, 10-11, 39-41, 42, 44.</p> <p>7. Use shape, shape properties and relationships to describe the physical world.</p> <p>Pages 12, 13, 42, 43, 44, 49, 50-51, 55.</p> <p>Content Standard 2: Identify locations of objects in relation to other objects and describe effects of transformations.</p> <p>1. Locate and describe objects in terms of their position.</p> <p>Pages 9, 10-11, 13, 28, 29, 36, 42, 44.</p>
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MATHEMATICS <i>(continued)</i>	
<p>2. Locate and describe objects in terms of their orientation, direction and relative position.</p> <p>Pages 9, 10-11, 13, 28, 36, 42, 44.</p> <p>3. Explore what happens to the size, shape and position of an object after sliding, flipping, turning, enlarging or reducing it.</p> <p>Pages 10-11.</p> <p>4. No benchmark listed.</p> <p>5. Use concepts of position, direction and orientation to describe the physical world and to solve problems.</p> <p>Pages 12, 13, 18-19, 28, 42, 43, 44.</p> <p>Content Standard 3: Compare attributes of two objects and determine what measurements should be made and to what level of precision.</p> <p>1. Compare attributes of objects; Select and use standard tools for measurement.</p> <p>Pages 9, 10-11, 12, 13, 42, 43, 49.</p> <p>2. Identify the attribute to be measured and select appropriate unit of measurement.</p> <p>Pages 9, 10-11, 12, 13, 42, 43, 49.</p> <p>3. Estimate measurements and validate accuracy.</p> <p>Pages 12, 13, 28, 42, 43, 44.</p>	<p>4. Explain meaning of measurements and recognize relationship with size of unit.</p> <p>Pages 12, 13, 26, 27, 42, 43, 44, 52, 53.</p> <p>5. Explore scale drawings, models and maps; relate them to measurements of real objects.</p> <p>Pages 12, 13, 28, 42, 43, 44, 49.</p> <p>6. Apply measurement to describe the real world and to solve problems.</p> <p>Pages 12, 13, 27, 28, 36, 42, 43, 44, 54.</p> <p>Strand III: Data Analysis</p> <p>Content Standard 1: Collect and explore data, organize and develop skill in representing and reading data in different formats.</p> <p>1. Collect and explore data through counting, measuring and conducting surveys and experiments.</p> <p>Pages 1-4, 26, 27, 43, 44, 54.</p> <p>2. Organize data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs.</p> <p>Pages 18-19, 26, 27, 43, 44, 54.</p> <p>3. Present data using a variety of appropriate representations and explain the meaning of the data.</p> <p>Pages 26, 27, 43, 44, 54.</p>

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<p>MATHEMATICS <i>(continued)</i></p> <p>4. Identify what data are needed to answer a particular question or solve a given problem; design and implement strategies to obtain, organize and present those data.</p> <p>Pages 18-19, 26, 27, 43, 44, 54.</p> <p>Content Standard 2: Examine data and describe characteristics of a distribution.</p> <p>1. Read and explain data collected and organized.</p> <p>Pages 1-4, 26, 27, 43, 44, 54.</p> <p>2. Describe shape of data, using informal language.</p> <p>A teacher may decide to include this benchmark as a follow-up discussion to the experiences in the data collection and organization process. We do not suggest it directly.</p> <p>3. Draw, explain and justify conclusions.</p> <p>See note for #2.</p> <p>4. Raise and answer questions about source, collection, organization and presentation of data.</p> <p>See note for #2.</p> <p>5. Formulate questions and problems, gather data to answer those questions.</p> <p>See note for #2.</p>	<p>Content Standard 3: Draw defensible inferences about unknown outcomes, make predictions and identify degree of confidence in the predictions.</p> <p>1. Make and test hypotheses.</p> <p>Pages 12, 20-21, 26, 27, 44, 56.</p> <p>2. Conduct surveys, samplings and experiments to solve problems.</p> <p>Pages 1-4, 18-19, 26, 27, 44, 52.</p> <p>3. Formulate and communicate arguments and conclusions based on data.</p> <p>Pages 1-4, 18-19, 20-21, 26, 27, 44, 56.</p> <p>4. Make and explain predictions based on data.</p> <p>Pages 20-21, 26, 44, 56.</p> <p>5. Make predictions to answer questions and solve problems.</p> <p>Pages 20-21, 22, 29, 44, 56.</p> <p>Strand IV: Number Sense</p> <p>Content Standard 1: Experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers and investigate properties of special numbers.</p>
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<p>1. Develop understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.</p> <p>Pages 17, 26, 27, 35, 36, 39-41, 43, 46, 52, 53, 54, 60.</p> <p>2. Investigate and develop an understanding of the base-10 place-value system.</p> <p>Pages 17, 43, 53.</p> <p>3. Develop an understanding of the properties of numbers and of the properties of special numbers 0 and 1.</p> <p>Pages 35, 36, 43.</p> <p>4. Apply understanding of number systems to model and solve problems.</p> <p>Pages 17, 20-21, 26, 27, 35, 36, 39-41, 42, 43, 44, 46, 52.</p> <p>Content Standard 2: Recognize that numbers are used in different ways: counting, measuring, ordering and estimating; understand and produce multiple representations of a number and translate among equivalent representations.</p> <p>1. Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations.</p> <p>Pages 17, 26, 27, 35, 36, 43, 52, 53, 54.</p> <p>2. Explore and recognize different representations for the same number and explain why they are the same.</p>	<p>Students may encounter this concept in the process of setting up and recording observations. We do not include a direct reference to doing so.</p> <p>3. Investigate ways numbers are used.</p> <p>Pages 1-4, 12, 13, 17, 18-19, 20-21, 26, 27, 35, 36, 39-41, 42, 43, 44, 46, 52, 53, 54.</p> <p>4. Develop strategies for estimating quantity and evaluate reasonableness of estimates.</p> <p>Pages 35, 36, 43, 52, 53.</p> <p>5. Select appropriate numbers and representations in order to solve problems.</p> <p>Pages 13, 17, 42, 43, 52, 53.</p> <p>Content Standard 3: Investigate relationships such as equality, inequality, inverses, factors and multiples and represent and compare large and small numbers.</p> <p>1. Compare and order numbers using equal, less-than or greater than.</p> <p>Pages 17, 26, 27, 35, 36, 43, 52, 53, 54.</p> <p>2. Use part-whole relationships to explore numbers.</p> <p>Pages 17, 35, 39-41, 43, 52.</p> <p>3. Classify numbers as even or odd and explore concepts of factors and multiples.</p>

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<p>MATHEMATICS <i>(continued)</i></p> <p>Not directly addressed.</p> <p>4. No Benchmark Listed.</p> <p>5. Apply understanding of number relationships in solving problems.</p> <p>Pages 13, 17, 26, 27, 43, 52.</p> <p>Strand V: Numerical and Algebraic Operations</p> <p>Content Standard 1:</p> <p>1. Use manipulatives to model operations with numbers.</p> <p>Pages 43, 52.</p> <p>2. Develop and apply appropriate method of computation from mental computation, estimation, paper-and-pencil or calculators.</p> <p>Pages 1-4, 17, 26, 27, 43, 60.</p> <p>3. Explore properties of operations and give examples of use of those properties.</p> <p>Students encounter commutative properties in several of the experiences. We do not specifically introduce it.</p> <p>4. Apply operations efficiently and accurately in solving problems.</p> <p>Pages 1-4, 17, 26, 27, 43, 60.</p> <p>Content Standard 2: Analyze problems to determine an appropriate focus for solution;</p>	<p>use algebraic notations to model or represent problems.</p> <p>1. Write and solve open sentences and write stories to fit the open sentence.</p> <p>Pages 17, 26, 27, 43, 52.</p> <p>2. Explore algebraic concepts with manipulatives.</p> <p>Pages 43, 52.</p> <p>3. Find replacements for variables in open sentences.</p> <p>Pages 17, 26, 27, 43, 52.</p> <p>4. Use analytic thinking to describe situations and solve problems.</p> <p>Pages 1-4, 17, 18-19, 20-21, 26, 27, 43, 44, 52.</p> <p>Strand VI: Probability and Discrete Mathematics</p> <p>Content Standard 1: Develop an understanding of certainty and of probability as a measure of the degree of likelihood.</p> <p>1. Explain difference between chance and certainty.</p> <p>Pages 20-21, 31, 32-33, 36, 43, 44, 54, 56.</p> <p>2. Compare events and describe them as more or less likely.</p> <p>Pages 1-4, 20-21, 31, 44, 54, 56.</p> <p>3. Conduct experiments with concrete objects to explore concepts and develop intuitive understanding of how</p>
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MATHEMATICS <i>(continued)</i>	
<p>conditions affect outcomes.</p> <p>Pages 18-19, 26, 36, 43, 44, 52.</p> <p>4. Conduct experiments, record outcomes, examine outcomes to find explanations.</p> <p>Pages 18-19, 26, 36, 43, 44, 52.</p> <p>5. Conduct probability experiments and simulations to model and solve problems.</p> <p>Not directly addressed.</p> <p>Content Standard 2: Investigate practical situations such as scheduling, routing, sequencing, networking, organizing and classifying and analyze ideas like recurrence relations, induction, iteration and algorithm design.</p> <p>1. Use manipulatives and diagrams to explore problems.</p> <p>Pages 18-19, 26, 27, 31, 43, 44, 52, 54.</p> <p>2. Explore sets and set relationships by sorting and classifying objects.</p> <p>Not directly addressed.</p> <p>3. Explore situations by modeling and tracing paths using figures consisting of vertices connected by edges.</p> <p>Not directly addressed.</p> <p>4. Explore now-next patterns.</p>	<p>Pages 9, 10-11</p> <p>5. Explore, develop and invent algorithms to accomplish a task or solve numerical problems.</p> <p>Pages 17, 43.</p> <p>6. Use discrete mathematics concepts to model situations and solve problems.</p> <p>Not directly addressed.</p>

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SCIENCE	
<p>Strand I: Construct New Scientific and Personal Knowledge</p> <p>Content Standard 1: Ask questions that help learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate findings using appropriate technology; reconstruct previously learned knowledge.</p> <p>1. Generate reasonable questions about the world based on observation.</p> <p>Pages 12, 13, 20-21, 22, 31, 36, 42, 43, 44, 49, 50-51, 54, 56.</p> <p>2. Develop solutions to unfamiliar problems through reasoning, observation and/or experiment.</p> <p>Pages 12, 13, 18-19, 20-21, 28, 29, 31, 43, 44, 45, 50-51, 52, 56.</p> <p>3. Manipulate simple mechanical devices and explain how they work.</p> <p>Not directly addressed.</p> <p>4. Use simple measurement devices to make metric measurement.</p> <p>The following pages can be adapted to apply metric measurement: 27, 42, 43, 44, 52.</p> <p>5. Develop strategies and skills for information gathering and problem solving.</p>	<p>Pages 12, 13, 20-21, 22, 26, 27, 28, 29, 31, 36, 42, 43, 44, 45, 46, 49, 50-51, 52, 54, 56, 59, 60.</p> <p>6. Construct charts and graphs and summaries of observations.</p> <p>Pages 26, 27, 36, 43, 44, 50-51, 54, 56.</p> <p>Strand II: Reflect on the Nature, Adequacy and Connections Across Scientific Knowledge</p> <p>1. Develop awareness of need for evidence in making decisions scientifically.</p> <p>Pages 12, 18-19, 20-21, 25, 26, 28, 29, 31, 36, 43, 44, 50-51, 53, 54, 56.</p> <p>2. Show how science concepts can be interpreted through creative expression.</p> <p>Pages 12, 28, 29, 42, 43, 44, 45, 49, 50-51, 55.</p> <p>3. Describe ways to use technology in everyday life.</p> <p>We do not ask students to describe ways to use technology, we give them opportunities to use it and also to read about technology.</p> <p>4. Become aware of and sensitive to the natural world.</p> <p>Pages 12, 13, 20-21, 43, 49, 50-51, 53, 54, 55, 56.</p> <p>5. Become aware of contributions made to science by people of diverse backgrounds.</p> <p>We highlight scientific advances, but not specifically the persons</p>

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<p>who contributed them.</p> <p>Strand III: Use Scientific Knowledge from the Life Sciences in Real-World Contexts</p> <p>Content Standard 1: Apply an understanding of cells to the functioning of multicellular organisms; explain how cells grow, develop and reproduce.</p> <p>1. Describe cells as living systems.</p> <p>Pages 28 and 29 provide opportunities for students to focus on cells.</p> <p>Content Standard 2: Use classification systems to describe groups of living things; compare and contrast differences in life cycles of living things; investigate and explain how living things obtain and use energy; analyze how parts of living things are adapted to carry out specific functions.</p> <p>1. Compare and classify familiar organisms on the basis of observable physical characteristics.</p> <p>Pages 12, 30, 43, 49, 50-51, 56.</p> <p>2. Describe vertebrates in terms of observable body parts and characteristics.</p> <p>Pages 12, 28, 29.</p> <p>3. Describe life cycles of familiar organisms.</p> <p>Pages 12, 49, 50-51, 53, 54.</p>	<p>4. Compare and contrast food, energy and environmental needs of selected organisms.</p> <p>Pages 12, 43, 49, 50-51, 53, 54, 55, 56.</p> <p>5. Describe functions of selected seed plant parts.</p> <p>Pages 49, 50-51, 56.</p> <p>Content Standard 3: Investigate and explain how characteristics of living things are passed on through generations.</p> <p>1. Give evidence that characteristics are passed from parents to young.</p> <p>Pages 30, 50-51.</p> <p>Content Standard 4: Explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species.</p> <p>We do not address evolution directly.</p> <p>Content Standard 5: Explain how parts of an ecosystem are related and how they interact; how energy is distributed to living things in an ecosystem; investigate and explain how communities of living things change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment; analyze how humans and the environment interact.</p> <p>1. Identify familiar organisms as part of a food chain or food</p>
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SCIENCE <i>(continued)</i>	
<p>web and describe their relationships within the web.</p> <p>Pages 12, 43, 50-51, 53.</p> <p>2. Explain common patterns of interdependence and interrelationships of living things.</p> <p>Pages 12, 43, 50-51, 53.</p> <p>3. Describe the basic requirements for all living things to maintain their existence.</p> <p>Pages 29, 31, 43, 49, 50-51, 53, 56.</p> <p>4. Design systems that encourage growing of particular plants or animals.</p> <p>Pages 49, 50-51, 53.</p> <p>5. Describe positive and negative effects of humans on the environment.</p> <p>Pages 12, 42, 45, 46, 49, 50-51, 53, 55, 56.</p> <p>Strand IV: Use Scientific Knowledge from the Physical Sciences in Real-World Contexts</p> <p>Content Standard 1: Measure and describe things around us; explain what the world around us is made of; identify and describe forms of energy; explain how electricity and magnetism interact with matter.</p> <p>1. Classify common objects and substances according to observable attributes.</p>	<p>Pages 18-19, 45, 55.</p> <p>2. Measure weight, dimensions and temperature of appropriate objects and materials.</p> <p>Pages 20-21, 27, 28, 36, 42, 43, 54.</p> <p>3. Identify properties of materials which make them useful.</p> <p>Not directly addressed.</p> <p>4. Identify forms of energy associated with common phenomena.</p> <p>Pages 18-19, 20-21, 26, 44, 52, 54.</p> <p>5. Describe the interaction of magnetic materials with other magnetic and non-magnetic materials.</p> <p>Not directly addressed.</p> <p>6. Describe interaction of charged materials with other charged or uncharged materials.</p> <p>Not directly addressed.</p> <p>7. Describe possible electrical hazards to be avoided at home and at school.</p> <p>Not directly addressed.</p> <p>Content Standard 2: Investigate, describe and analyze ways in which matter changes.</p> <p>1. Describe common physical changes in matter.</p>

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<p>SCIENCE <i>(continued)</i></p> <p>Not directly addressed.</p> <p>2. Prepare mixtures and separate them into their component parts.</p> <p>Not directly addressed.</p> <p>3. Construct simple objects that fulfill a technological purpose.</p> <p>Not directly addressed.</p> <p>Content Standard 3: Describe how things around us move and explain why things move as they do.</p> <p>Page 44.</p> <p>Content Standard 4: Describe sounds and sound waves; shadows, color; measure and describe vibrations and waves; explain how waves and vibrations transfer energy.</p> <p>Page 44</p> <p>Strand V: Use Scientific Knowledge from the Earth and Space Sciences in Real-World Contexts.</p> <p>Content Standard 1: Describe earth’s surface; describe and explain how earth’s features change over time; analyze effects of technology on earth’s surface and resources.</p> <p>1. Describe major features of the earth’s surface.</p> <p>Pages 13, 20-21, 54, 56.</p>	<p>2. Recognize and describe different types of earth materials.</p> <p>Not directly addressed.</p> <p>3. Explain how rocks and fossils are used to understand the history of the earth.</p> <p>Not directly addressed.</p> <p>4. Describe natural changes in the earth’s surface.</p> <p>Not directly addressed.</p> <p>5. Describe uses of materials taken from the earth.</p> <p>Pages 13, 42, 45.</p> <p>6. Demonstrate means to recycle manufactured materials and a disposition toward recycling.</p> <p>Not directly addressed.</p> <p>Content Standard 2: Demonstrate where water is found on earth; describe characteristics of water and how water moves; analyze interaction of human activities with the hydrosphere.</p> <p>1. Describe how water exists on earth in three states.</p> <p>Page 54.</p> <p>2. Trace the path that rain water follows after it falls.</p> <p>Page 54.</p>
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SCIENCE <i>(continued)</i>	SOCIAL STUDIES
<p>3. Identify sources of drinking water.</p> <p>Not directly addressed.</p> <p>4. Describe uses of water.</p> <p>Pages 20-21, 49, 50-51, 54, 56.</p> <p>Content Standard 3: Investigate and describe what makes up weather and how it changes from day to day, season to season and over long periods of time.</p> <p>1. Describe the atmosphere.</p> <p>Pages 20-21, 49, 50-51, 54, 56.</p> <p>2. Describe weather conditions and climates.</p> <p>Pages 20-21, 49, 50-51, 54, 56.</p> <p>3. Describe seasonal changes in weather.</p> <p>Pages 49, 50-51, 54, 56.</p> <p>4. Explain appropriate safety precautions during severe weather.</p> <p>Not directly addressed.</p> <p>Content Standard 4: Compare and contrast our planet and sun to other planets and star systems.</p> <p>We do not address the solar system and other star systems.</p>	<p>Strand I: Historical Perspective</p> <p>Content Standard 1: Students will sequence chronologically specific eras of American history.</p> <p>1. Measure chronological time by decades and centuries.</p> <p>Pages 31, 46.</p> <p>2. Place major events in development of local community and state of Michigan in chronological order.</p> <p>Our time sequence is not focused on the local setting. The time lines and graphic organizers can easily be adapted for local events.</p> <p>3. Place major events in early history of the U.S. in chronological order.</p> <p>Page 46.</p> <p>Content Standard 2. Students will understand narratives about major eras of American and World history.</p> <p>1. Summarize sequence of key events in stories describing life from the past.</p> <p>Page 49.</p> <p>2. Use narratives and graphic data to compare the past with present day life.</p> <p>Page 31.</p>

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<p>SOCIAL STUDIES <i>(continued)</i></p> <p>3. Recount lives and character of a variety of individuals from the past.</p> <p>Not directly addressed.</p> <p>4. Identify and explain how individuals in history demonstrated good character and personal virtue.</p> <p>Page 42 provides an opportunity to choose a building named after a historic individual.</p> <p>Content Standard 3: Reconstruct the past by comparing interpretations written by others from a variety of perspectives and create narratives from evidence.</p> <p>1. Use primary sources to reconstruct past events.</p> <p>Pages 31, 42.</p> <p>2. Interpret conflicting accounts of events.</p> <p>Not directly addressed.</p> <p>3. Compose simple narratives of events from the past.</p> <p>Not directly addressed.</p> <p>Content Standard 4: Evaluate key decisions made at critical turning points in history.</p> <p>Our focus is more on present decision-making.</p> <p>Strand II: Geographic Perspective</p>	<p>Content Standard 1: Describe, compare and explain locations and characteristics of places, cultures and settlements.</p> <p>Pages 20-21, 49, 50-51, 56.</p> <p>Content Standard 2: Describe, compare and explain locations and characteristics of ecosystems, resources, human adaptation, environmental impact and interrelationships among them.</p> <p>1. Explain basic ecosystem concepts and processes.</p> <p>Pages 12, 20-21, 43, 44, 49, 50-51, 53, 54, 55, 56.</p> <p>2. Describe location, use and importance of resources.</p> <p>Pages 13, 42, 43, 45, 49, 50-51, 53, 56.</p> <p>3. Describe major physical patterns, ecosystems, resources and land uses of the state, region and country.</p> <p>Pages 13, 20-21, 43, 49, 50-51, 53, 56.</p> <p>4. Explain how various people and cultures have adapted to and modified the environment.</p> <p>Pages 13, 20-21, 42, 45, 49, 50-51, 53, 54, 55, 56.</p> <p>Content Standard 3: Describe, compare and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow and the interrelationships among them.</p>
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SOCIAL STUDIES <i>(continued)</i>	
<p>1. Describe major kinds of economic activity and explain factors influencing their location.</p> <p>Pages 13, 20-21, 22, 42, 45, 59, 60.</p>	<p>Not directly addressed.</p>
<p>2. Describe causes, consequences, routes and movement of major migration to the United States.</p> <p>Not directly addressed.</p>	<p>4. Describe the physical, economic and cultural geography of contemporary Michigan and its causes, advantages and disadvantages.</p> <p>Page 13.</p>
<p>3. Explain how transportation and communication link people and communities.</p> <p>Pages 13, 18-19, 42, 43, 44, 46, 60.</p>	<p>5. Describe the Great Lakes ecosystem.</p> <p>Not directly addressed.</p>
<p>4. Describe some major movements of goods, people, jobs and information.</p> <p>Pages 13, 20-21, 31, 42, 46, 60.</p>	<p>6. Describe the geography of major U.S. Regions.</p> <p>Not directly addressed.</p>
<p>Content Standard 4: Describe and compare characteristics of ecosystems, states, regions, countries, major world regions and patterns.</p>	<p>Content Standard 5: Describe and explain the causes, consequences and geographic context of major global issues and events.</p> <p>Not addressed directly.</p>
<p>1. Draw sketch maps.</p> <p>Page 13.</p>	<p>Strand III: Civic Perspective</p> <p>Our focus on Civic Perspective relates to interactions within peer groups and families.</p>
<p>2. Describe places, cultures and communities and compare them with other areas.</p> <p>Pages 20-21, 42, 49, 56.</p>	<p>Strand IV: Economic Perspective</p>
<p>3. Describe the geography of Michigan at major times in its history and explain reasons for change.</p>	<p>Content Standard 1: Describe and demonstrate how economic forces of scarcity and choice affect individuals and society.</p> <p>1. Explain why people must face scarcity when making economic decisions.</p>

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<p>SOCIAL STUDIES <i>(continued)</i></p> <p>Pages 17, 22, 33, 37, 60.</p> <p>2. Identify opportunity costs in personal decision making.</p> <p>Pages 17, 20-21, 22, 32-33, 37, 42, 49, 56, 59.</p> <p>3. Use a decision making model to explain a personal choice.</p> <p>Pages 32-33, 37, 47-48, 59, Performance Assessment.</p> <p>4. Analyze costs, benefits and alternatives to using consumer credit.</p> <p>Not addressed directly.</p> <p>Content Standard 2: Explain and demonstrate how businesses confront scarcity and choice.</p> <p>1. Distinguish between natural resources, human capital and capital equipment in producing goods or services.</p> <p>Pages 16, 16, 22, 42, 43, 44, 49, 50-51, 53, 56, 60.</p> <p>2. Distinguish among individual ownership, partnership and corporation.</p> <p>Pages 16, 22.</p> <p>3. Examine historical and contemporary role of a major industry.</p> <p>Pages 13, 28, 45, 56, 49, 50-51, 56.</p> <p>Content Standard 3: Describe how government decisions affect production.</p>	<p>Our focus is directed to the private sector, more than government economics. The brittle star research, related activities on pages 43 and 44, receives funding from government grants, but a teacher will need to develop the connection. We do not.</p> <p>Content Standard 4: Explain how a free market economic system works.</p> <p>1. Explain how prices are determined in a market economy.</p> <p>Pages 16, 17, 22.</p> <p>2. Describe how producers and consumers function.</p> <p>Pages 13, 16, 17, 20-21, 22, 45, 46, 49, 50-51, 55, 56, 60.</p> <p>3. Analyze how Michigan’s location has impacted its economic development.</p> <p>Not directly addressed.</p> <p>Content Standard 5: Describe how trade generates economic development and interdependence.</p> <p>Not addressed directly.</p> <p>Strand V: Inquiry</p> <p>Content Standard 1: Acquire information from books, maps, newspapers, data sets and other sources.</p> <p>1. Locate information about communities using a variety of traditional sources, electronic technologies and direct observations.</p> <p>Pages 12, 13, 20-21, 22, 42, 49, 50-51, 54, 56.</p>
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<p>SOCIAL STUDIES <i>(continued)</i></p> <p>2. Organize social science information to make maps, graphs and tables.</p> <p>Pages 13, 31, 37, 46, 54, 57-58.</p> <p>3. Interpret social science information about local, state and national communities from maps, graphs and charts.</p> <p>Pages 13, 20-21, 46, 54, 56.</p> <p>Content Standard 2: 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 in a variety of formats.</p> <p>1. Pose a social science question about Michigan or the U.S.</p> <p>Pages 13, 20-21, 22, 42, 46, 55, 56, 60.</p> <p>2. Gather and analyze information using appropriate information technologies to answer the question posed.</p> <p>Pages 13, 20-21, 22, 42, 46, 55, 56, 59, 60.</p> <p>3. Construct an answer to the question posed and support answer with evidence.</p> <p>Pages 13, 20-21, 22, 42, 46, 55, 56, 59, 60.</p> <p>4. Report results of investigation including the procedures followed.</p>	<p>Pages 13, 20-21, 22, 42, 46, 55, 56, 59, 60.</p> <p>Strand VI: Public Discourse and Decision Making</p> <p>Content Standard 1: State an issue clearly as a question of public policy and analyze different perspectives.</p> <p>We do not focus on public policy, specifically.</p> <p>Content Standard 2: Engage peers in constructive conversation about matters of public concern.</p> <p>1. Engage each other in conversation which attempt to clarify and resolve issues pertaining to policy.</p> <p>Pages 32-33, 37, 39-41, 60.</p> <p>Content Standard 3: Compose coherent written essays that express a position on a public issue.</p> <p>1. Compose a short essay expressing a decision on a policy issue.</p> <p>Not directly addressed.</p> <p>Strand VII: Citizen Involvement</p>
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MCREL CONTENT KNOWLEDGE STANDARDS

LANGUAGE ARTS <i>(continued)</i>	LANGUAGE ARTS
<p>Content Standard 1: Consider effects of an individual's actions on other people as a responsible member of society.</p> <p>1. Report how behavior has been guided by concern for the law.</p> <p>Pages 32-33, 60.</p> <p>2. Engage in activities intended to contribute to solving a problem.</p> <p>Pages 14-15, 23-24, 32-33, 37, 39-41, 47-48, 49, 57-58, 60, Performance Assessment.</p>	

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