

<p>Michigan Project Learning Tree PreK-8 Guide</p> <p>Michigan Grade Level Content Expectations – Social Studies</p> <p>X = Addresses/Supports</p>	1. The Shape of Things	2. Get In Touch with Trees	3. Peppermint Beetle	4. Sounds Around	5. Poet-Tree	6. Picture This!	7. Habitat Pen Pals	8. The Forest of S.T. Shrew	9. Planet Diversity	10. Charting Diversity	11. Can It Be Real?	12. Invasive Species	13. We All Need Trees	14. Renewable or Not?	15. A Few of My Favorite Things	16. Pass the Plants, Please	17. People of the Forest	18. Tale of the Sun
GRADE 7																		
G1.3 Geographical Understanding																		
7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.												X						
7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.												X						
G2.2 Human Characteristics of Place																		
7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).																	X	
7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).																	X	
G4.2 Technology Patterns and Networks																		
G4.4 Forces of Cooperation and Conflict																		
7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).														X	X		X	
G5.1 Humans and the Environment																		
7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).												X					X	

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	7 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).			X														

Michigan Project Learning Tree PreK-8 Guide Michigan Grade Level Content Expectations – Social Studies X = Addresses/Supports	19. Viewpoints on the Line	20. Environmental Exchange Box	21. Adopt a Tree	22. Trees as Habitats	23. The Fallen Log	24. Nature’s Recyclers	25. Birds and Worms	26. Dynamic Duos	27. Every Tree for Itself	28. Air Plants	29. Rain Reasons	30. Three Cheer for Trees	31. Plant a Tree	32. A Forest of Many Uses	33. Forest Consequences	34. Who Works in this Forest?	35. Loving It Too Much	36. Pollution Search
	GRADE 7																	
G1.1 Spatial Thinking																		
7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.											X							
G2.1 Physical Characteristics of Place																		
7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.											X							
G4.4 Forces of Cooperation and Conflict																		
7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).														X				
P4.2 Citizen Involvement																		
7 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).												X						

<p>Michigan Project Learning Tree PreK-8 Guide</p> <p>Michigan Grade Level Content Expectations – Social Studies</p> <p>X = Addresses/Supports</p>	37. Reduce, Reuse, Recycle	38. Every Drop Counts	39. Energy Sleuths	40. Then and Now	41. How Plants Grow	42. Sunlight and Shades for Green	43. Have Seed, Will Travel	44. Water Wonders	45. Web of Life	46. School Yard Safari	47. Are Vacant Lots Vacant?	48. Field, forest, and Stream	49. Tropical Treehouse	50. 400-Acre Wood	51. Make Your Own Paper	52. A Look at Aluminum	53. On the Move	54. I'd Like to Visit a Place Where
GRADE 7																		
G3.2 Ecosystems																		
7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China’s humid east and arid west and the effects of irrigation technology).												X						
G4.4 Forces of Cooperation and Conflict																		
7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).			X															
G5.1 Humans and the Environment																		
7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).	X												X		X			X
7 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).													X					
7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).													X					

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<p>7 - P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p> <ul style="list-style-type: none"> • Identify public policy issues related to global topics and issues studied. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales. 	X														X		X	
<p>P4.2 Citizen Involvement</p>																		
<p>7 - P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p>	X														X		X	
<p>7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>	X														X		X	

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7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.						X							X					
7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.						X							X					
7 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).						X							X					

Michigan Project Learning Tree PreK-8 Guide Michigan Grade Level Content Expectations – Social Studies X = Addresses/Supports	73. Waste Watchers	74. People, Places, Things	75. Tipi Talk	76. Tree Cookies	77. Trees in Trouble	78. Signs of Fall	79. Tree Lifecycle	80. Nothing Succeeds Like Succession	81. Living with Fire	82. Resource-Go-Round	83. A Peek at Packaging	84. The Global Climate	85. In the Driver's Seat	86. Our Changing World	87. Earth Manners	88. Life on the Edge	89. Trees for Many Reasons	90. Native Ways
GRADE 7																		
G3.2 Ecosystems																		
7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).												X		X				

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P4.2 Citizen Involvement																		
7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.																	X	
7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.																	X	
7 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).																	X	

Michigan Project Learning Tree PreK-8 Guide Michigan Grade Level Content Expectations – Social Studies X = Addresses/Supports	91. In The Good Old Days	92. A Look at Lifestyles	93. Paper Civilizations	94. By The Rivers of Babylon	95. Did You Notice?	96. Improve Your Place
GRADE 7						
H1.1 Temporal Thinking						
7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.			X			
H1.2 Historical Inquiry and Analysis						

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7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.		X				
7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.				X		
H1.4 Historical Understanding						
7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).		X		X		
7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.				X		
7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.				X		
W1.1 Peopling of the Earth						
7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.				X		
W1.2 Agricultural Revolution						
7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).				X		
W2.1 Early Civilizations and Early Pastoral Societies						

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7 - W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).				X		
7 - W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).				X		
G1.1 Spatial Thinking						
7 - G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.	X					
7 - G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.				X		
7 - G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.				X		
G2.1 Physical Characteristics of Place						
7 - G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.				X		
G2.2 Human Characteristics of Place						
7 - G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).		X		X		

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7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).		X				
7 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).		X				
G5.1 Humans and the Environment						
7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).						X
P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement						

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<p>P4.2 Citizen Involvement</p>						
<p>7 - P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p>						X
<p>7 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>						X

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7 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).						X