

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, April 1, 2012**

Third Grade Social Studies

Course Essential Questions (from Phase I report):

1. How does the past affect us today?
2. How does economics apply to our lives?
3. Why do we need government?
4. How does geography affect our lives?
5. What makes a good citizen?
6. Where is my place in the world?
7. How do we learn from others?

Phase II Curriculum

Unit: Geography

Essential Questions:

- Why is geography important?
- How does geography affect the way we live?
- What are Michigan's natural resources and how do they affect the way we live?

Essential Understanding:

- There are 5 themes of geography; each affects us in a different way
- Our local community is part of a larger region
- Michigan's regional location in relation to the United States
- Michigan has many natural resources and there are consequences for their use
- Michigan's characteristics divided it into regions

Curriculum Standards

- 2 - G2.0.2: Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).
- 3 - G1.0.1: Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.
- 3 - G1.0.2: Use thematic maps to identify and describe the physical and human characteristics of Michigan.
- 3 - G2.0.1: Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
- 3 - G2.0.2: Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).
- 3 - G4.0.3: Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.
- 3 - G5.0.1: Locate natural resources in Michigan and explain the consequences of their use.
- 3 - G5.0.2: Describe how people adapt to, use, and modify the natural resources of Michigan.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • the difference between absolute and relative location • the positive and negative consequences of using Michigan’s natural resources • the 5 themes of geography • the regions within regions • the regions to which Michigan belongs <p>Academic vocabulary for this unit:</p> <ul style="list-style-type: none"> ○ human characteristics ○ natural characteristics ○ natural resources ○ region ○ absolute location ○ relative location ○ geography ○ peninsula ○ adapt ○ human-environment interaction <p><u>Report card descriptors:</u> Geography</p> <ul style="list-style-type: none"> • Students will demonstrate an understanding of the geographic features of Michigan and their impact on the state 	<ul style="list-style-type: none"> • identify the 5 Great Lakes and their location • identify natural resources of Michigan and how they’re used • identify human and natural characteristics of Michigan • describe movement of goods, people, jobs or information to, from or within Michigan and explain reasons for the movements • use cardinal directions (north, south, east, west) to describe relative location of a given place
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Unit: History of Michigan	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do historians learn about the past? • How did people and events influence the early history of Michigan? • How did people of Michigan work together to meet new challenges as Michigan grew? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • History is the study of the past • Native Americans were the first people of Michigan • Explorers and pioneers had an effect on Michigan • Multiple events in history led to Michigan's statehood
Curriculum Standards	
<p>3 - H3.0.1: Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).</p> <p>3 - H3.0.2: Explain how historians use primary and secondary sources to answer questions about the past.</p> <p>3 - H3.0.3: Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).</p> <p>3 - H3.0.4: Draw upon traditional stories of American Indians (e.g., Anishinaabeg – Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.</p> <p>3 - H3.0.5: Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.</p> <p>3 - H3.0.6: Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.</p> <p>3 - H3.0.7: Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).</p> <p>3 - H3.0.9: Describe how Michigan attained statehood.</p> <p>3 - H3.0.10: Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).</p> <p>3 - G4.0.4: Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life.</p>	
Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • the difference between primary and secondary sources • how American Indians and settlers interact with their environment <ul style="list-style-type: none"> ○ farmed, hunted and fished for food ○ used natural resources for daily life • the interactions between American Indians and settlers in Michigan <ul style="list-style-type: none"> ○ American Indians taught Europeans to survive in Michigan ○ French bartered with the American Indians ○ French brought disease ○ American Indians fought with the 	<ul style="list-style-type: none"> • explore early American Indian groups in Michigan • read and analyze traditional stories from American Indians • identify American Indians in Michigan and compare and contrast them • read and construct timelines • read maps • identify historical questions • explain the use of primary and secondary sources • describe relationships between American Indians and explorers • analyze illustrations, maps, narrative texts,

<ul style="list-style-type: none"> French against the British <ul style="list-style-type: none"> ○ French and American Indians married ○ religion ● characteristics of American Indians in Michigan <ul style="list-style-type: none"> ○ stories and traditions ○ housing ○ food ○ travel ○ use of resources ● French came to Michigan looking for a route to China and found beaver ● French established beaver trade with Europe ● the sequence of events leading to statehood in Michigan <ul style="list-style-type: none"> ○ American Indians migrated and settled the region ○ Europeans explored the region and established settlements ○ Michigan became a territory ○ Erie Canal opened ○ Michigan adopted a constitution ○ Michigan became a state <p>Academic Vocabulary for this unit:</p> <ul style="list-style-type: none"> ○ history/historian ○ explorer ○ artifact ○ settler/pioneer ○ alliance ○ migrate ○ culture ○ canal ○ statehood ○ legend (stories) ○ missionary ○ colony <p><u>Report card descriptors: History</u> Students will demonstrate knowledge about the ways people and events influenced the early history of MI</p>	<p>timelines and other sources as they gather historical evidence about Michigan history</p>
Phase III Textbook/Materials	
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Phase V Learning Plan	

Unit: Government and Core Democratic Values	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do the people in the state of Michigan need a government? • How is our state government organized? • What are some important rights and responsibilities of Michigan citizens? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • Government of Michigan protects individual rights, promotes the common good and ensures equal treatment under the law • State government is organized into three branches • Citizens of Michigan have rights and responsibilities
Curriculum Standards	
<p>3- C1.0.1: Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).</p> <p>3- C2.0.1: Describe how Michigan state government reflects the principle of representative government.</p> <p>3 - C3.0.1: Distinguish between the roles of state and local government.</p> <p>3 - C3.0.3: Identify the three branches of state government in Michigan and the powers of each.</p> <p>3 - C3.0.4: Explain how state courts function to resolve conflict.</p> <p>3 - C3.0.5: Describe the purpose of the Michigan Constitution.</p> <p>3 - C5.0.1: Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting,</p>	
Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • the people of Michigan control or limit the power of government. • the State constitution protects individual rights, promotes the common good, and ensures equal treatment under the law. • there are differences and similarities between state and local government. • Michigan has changed its Constitution to reflect changes over the course of Michigan history. • who makes the laws (Legislative), enforces the laws (executive), and interprets the laws while resolving conflicts (judicial). • there are several key rights and responsibilities for citizens of Michigan. <p>Academic Vocabulary for this unit:</p> <ul style="list-style-type: none"> ○ government ○ Common Good ○ patriotism ○ constitution ○ legislative ○ judicial 	<ul style="list-style-type: none"> • compare and contrast state and local government • design a graphic organizer that displays the three branches of state government and powers of each • determine which branch of government is responsible for given scenarios • select one right from a given list and explain why that right is important to the student • illustrate the responsibilities of Michigan citizens

- executive
- popular sovereignty
- rights
- responsibilities
- equality
- rule
- law

Report card descriptors: Civics
 Students will demonstrate knowledge about the organization of the state government and the rights and responsibilities of MI citizens

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

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Phase V Learning Plan

Unit: Economics and The Growth of Michigan

Essential Questions:

- How has Michigan changed over time?
- How have Michigan’s resources impacted the economy and growth of the state?
- What do people consider in deciding what to produce and consume in Michigan?
- How does scarcity and choice affect what is produced and consumed in Michigan?
- How is Michigan part of the national and global economies?

Essential Understanding:

- Economics is the study of how people use resources to produce goods and services that people need or want
- people also use human and capital resources to produce goods and services
- entrepreneur is someone who combines the natural, human and capital resources to produce goods and services
- people use resources to produce goods and resources
- scarcity results because resources are limited and human wants are unlimited
- because of scarcity people must choose some things and give up others
- important economic activities of Michigan include manufacturing, agriculture, mining and tourism
- the state government of Michigan plays a role in the economy

Curriculum Standards

Economics

- 3 - E1.0.1: Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.
- 3 - E1.0.2: Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.
- 3 - E1.0.4: Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
- 3 - E1.0.5: Explain the role of business development in Michigan’s economic future.
- 3 - E2.0.1: Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).
- 3 - E3.0.1: Identify products produced in other countries and consumed by people in Michigan.
- 3 - G4.0.1: Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.
- 3 - C3.0.2: Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).

Growth of Michigan

- 3 - E1.0.3: Analyze how Michigan’s location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).
- 3 – H3.0.1: Identify questions that historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).
- 3 - G4.0.2: Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).

3 - G4.0.4:	Give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage (portions omitted).
3 - E1.0.4:	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • Michigan’s natural resources are an important part of the economy • there are three types of resources; natural, human and capital • effects of the economic decisions we make – opportunity costs • the differences between service and production • the differences between import and export • the products produced in Michigan • Michigan’s geography impacts its economic activity (e.g. location of lakes, available resources) <p>Academic Vocabulary for this unit:</p> <ul style="list-style-type: none"> ○ economics ○ entrepreneur ○ interdependence ○ natural resource ○ human resource ○ capital resource ○ scarcity ○ specialization ○ trade ○ opportunity costs ○ import/export <p><u>Report card descriptors: Economics:</u></p> <ul style="list-style-type: none"> • Students will be able to explain how producing and consuming goods and services affects trade and business choices • Students will demonstrate an understanding of how Michigan’s natural resources and economic activities affect the growth of Michigan 	<ul style="list-style-type: none"> • explain how scarcity, opportunity cost and choices affect what is produced and consumed in Michigan • describe the major kinds of economic activities; e.g., agriculture, manufacturing, services and tourism, research and development • identify products produced in Michigan and other countries • describe how specialization leads to interdependence • explain the economy changes over time (automotive changes) • identified goods and services provided by state government and describe how they are funded • describe how entrepreneurs combine natural, human and capital resources to produce goods and services in Michigan

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