

Phase II Report
Social Studies
Third Grade
CI program

**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 do 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 divide 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 - G2.0.2: Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).
- 3 - G5.0.1: Locate natural resources in Michigan and explain the consequences of their use.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • the positive and negative consequences of using Michigan’ natural resources • the 5 themes of geography • 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 ○ peninsula <p>Report card descriptors: 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 • 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? 	<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
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 - H3.0.4: 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 - H3.0.10: Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).</p>	
Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • 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 • characteristics of American Indians in Michigan <ul style="list-style-type: none"> ○ stories and traditions ○ housing ○ food ○ travel ○ use of resources <p>Academic Vocabulary for this unit:</p> <ul style="list-style-type: none"> ○ explorer ○ artifact ○ settler/pioneer ○ legend (stories) 	<ul style="list-style-type: none"> • explore early American Indian groups in Michigan • listen to traditional stories from American Indians • read and construct timelines • read maps • describe relationships between American Indians and explorers

<p><u>Report card descriptors: History</u> Students will demonstrate knowledge about the ways people and events influenced the early history of MI</p>	
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

<p>Common Summative Unit Assessments:</p>	<p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p>
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Phase V Learning Plan

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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? • What are some important rights and responsibilities of Michigan citizens? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • 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 - C3.0.3: Identify the three branches of state government in Michigan and the powers of each. .</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 State constitution protects individual rights, promotes the common good, and ensures equal treatment under the law. • 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 ○ legislative ○ judicial ○ executive ○ rights ○ responsibilities ○ equality ○ rule ○ law <p><u>Report card descriptors:</u> Civics Students will demonstrate knowledge about the organization of the state government and the rights and responsibilities of MI citizens</p>	<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

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: Economics and The Growth of Michigan

<p>Essential Questions:</p> <ul style="list-style-type: none"> • 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? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • 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 • people use resources to produce goods • because of scarcity people must choose some things and give up others • important economic activities of Michigan include manufacturing, agriculture, mining and tourism
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Curriculum Standards

<p><u>Economics</u> 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.</p> <p><u>Growth of Michigan</u> 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).</p>	
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<p>Knowledge/Content Students will know about....</p>	<p>Skills/Processes Students will be able to.....</p>
<ul style="list-style-type: none"> • Michigan’s natural resources are an important part of the economy • there are natural and human resources • the differences between service and production • the products produced in Michigan • Michigan’s geography impacts it economic activity (e.g. location of lakes, available resources) <p>Academic Vocabulary for this unit:</p> <ul style="list-style-type: none"> ○ economics ○ natural resource ○ human resource ○ trade 	<ul style="list-style-type: none"> • describe the major kinds of economic activities, e.g., agriculture, manufacturing, services and tourism, research and development • identify products produced in Michigan

<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 effects trade and business choices • Students will demonstrate an understanding of how Michigan’s natural resources, and economic activities effect Michigan 	
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	