

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

Third Grade Social Studies: Michigan Studies

UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS Which assessments are given?
<p>Unit 1: Geography of Michigan</p> <p>Focus Questions: How can the 5 themes of geography be used to describe Michigan?</p> <p>How have people used, adapted to, and modified the environment of Michigan?</p> <p>September/October (Based on 30 minutes a day)</p>	<p>3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.</p> <p>3 – G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.</p> <p>3 – G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.</p> <p>3 – G2.0.2 Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).</p> <p>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.</p> <p>3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.</p> <p>3 – G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan.</p>	<p>Geography Geographer Natural & Human Characteristics County State Border Government Absolute Location Relative Location Direction Words Peninsula Landforms Island Mountain Range Sand Dunes Great Lakes Bay Vegetation Climate Temperature Precipitation Lighthouse Natural Resources Fertile Soil Minerals Iron Ore Copper Limestone Human/Environment Interaction Modifying the Environment Adapting to the Environment Transportation Region Midwest Region Great Lakes Region</p>	<p>Varied formative assessments are given throughout the unit</p> <p>Unit is assessed using either a summative assessment or project</p>

<p>Unit 2: The Economy of Michigan</p> <p>Focus Questions: What do people consider when deciding what to produce and consume in Michigan?</p> <p>How do scarcity and choice affect what is produced and consumed in Michigan?</p> <p>How is Michigan part of the national and global economies?</p> <p>October/November</p>	<p>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>3 – E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.</p> <p>3 – E1.0.2 Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.</p> <p>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> <p>3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p> <p>3 – E1.0.5 Explain the role of business development in Michigan’s economic future.</p> <p>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).</p> <p>3 – E3.0.1 Identify products produced in other countries and consumed by people in Michigan.</p> <p>3 – C3.0.2 Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).</p> <p>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> <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 – G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).</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; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.</p> <p>3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p>	<p>Natural Resources Economics Economy Capital Resources Human Resources Entrepreneur Scarcity Limited Resources Unlimited Wants Opportunity Cost Incentives Economic Activities Manufacturing Agriculture Tourism Tourist Research & Development Specialization Trade Interdependence Export Import Wind Turbine Wind Farm Public Goods & Services Fees License Fines Taxes</p>	<p>Varied formative assessments are given throughout the unit</p> <p>Unit is assessed using either a summative assessment or project</p>
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<p>Unit 3: The History of Michigan</p> <p>Focus Questions: How do historians learn about the past?</p> <p>How do people and events influence the early history of Michigan?</p> <p>November/December</p>	<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.</p> <p>3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.</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; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.</p>	<p>History Historian Primary Source Secondary Source Timeline Decade Cause Effect Native Americans Artifacts Archaeologist Three Fires Alliance Culture Human/ Environment Interaction Natural Resources Adapting the environment Modifying the environment Legend Continent Explorer France/French Beaver Scarcity Voyageur Missionary Britain/British Fort Pioneer Log Cabin Population Survey Territory Governor Steamboat Canal Census Constitution</p>	<p>Varied formative assessments are given throughout the unit</p> <p>Unit is assessed using either a summative assessment or project</p>
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<p>Unit 5: The Government of Michigan</p> <p>Focus Questions: Why do people in the state of Michigan need a government?</p> <p>How is our state government organized?</p> <p>What are some important rights and responsibilities of Michigan citizens?</p> <p>January</p>	<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, obeying laws).</p>	<p>constitution government legislative, executive and judicial branches levels of government limited government public issues representative government responsibilities of citizenship rights of citizens</p>	<p>Varied formative assessments are given throughout the unit</p> <p>Unit is assessed using either a summative assessment or project</p>
<p>Unit 6: Public Issues Facing Michigan</p> <p>Focus Questions: How do responsible citizens resolve statewide problems?</p> <p>How do people learn about public issues in our state?</p> <p>Why do people disagree about the ways to solve problems facing people in Michigan?</p> <p>February</p>	<p>3 – G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.</p> <p>3 – G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan.</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, obeying laws).</p> <p>3 - P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.</p> <p>3 - P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.</p> <p>3 - P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.</p> <p>3 - P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.</p>	<p>core democratic values Michigan point of view public issue responsibilities of</p>	<p>Varied formative assessments are given throughout the unit</p> <p>Unit is assessed using either a summative assessment or project</p>