



Third Grade

Social Studies Standards for the Archdiocese of Detroit

Geography

G1	The World in Spatial Terms
	<i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i>
3 – G1.0.1	Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.
3– G1.0.1a	Construct and interpret maps by using elements such as title, compass rose, simple grid system scale, legend, key, and date.
3 – G1.0.2	Use thematic maps to identify and describe the physical and human characteristics of Michigan.
3 – G1.0.3	Identify Michigan as being located on the continent of North America.
G2	Places and Regions
	<i>Understand how regions are created from common physical and human characteristics.</i>
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, etc.).
G3	Human Systems
	<i>Understand how human activities help shape the Earth's surface.</i>
3 – G3.0.1	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 – G3.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).
3 – G3.0.3	Describe how the teachings of the church can help shape groups and regions.
3 – G3.0.4	Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.
3 – G3.0.5	Use data and current information about the Anishinaabeg and other Native Americans 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.)
G4	Environment and Society
	<i>Understand the effects of human-environment interactions.</i>
3 – G4.0.1	Locate natural resources in Michigan and explain the consequences of their use.
3 – G4.0.2	Understand that resources are a gift from God that need to be cared for and used prudently.
3 – G4.0.3	Describe how people adapt to, use, and modify the natural resources of Michigan.
<u>Civics and Government</u>	
C1	Purposes of Government
	<i>Explain why people create governments.</i>
3 – C1.0.1	Give examples of how the state of Michigan state exhibits the functions of government (e.g., protecting individual rights, promoting the common good,

	ensuring equal treatment under the law).
C2	Values and Principles of American Government
	<i>Understand values and principles of American constitutional democracy.</i>
3 – C2.0.1	Describe how Michigan state government reflects the principle of representative government.
C3	Structure and Functions of Government
	<i>Describe the structure of government in the United States and how it functions to serve citizens.</i>
3 – C3.0.1	Distinguish between the roles of state and local government.
3 – C3.0.2	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).
3 – C3.0.3	Identify the three branches of state government in Michigan and the powers of each.
3 – C3.0.4	Explain how state courts function to resolve conflict.
3 – C3.0.5	Describe the purpose of the Michigan Constitution.
C4	Roles of the Citizen in American Democracy
	<i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i>
3 – C4.0.1	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).
3 – C4.0.2	Identify and give examples of core democratic values (life, liberty, pursuit of happiness, etc.)
<u>Economics</u>	
E1	Market Economy
	<i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i>
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 – E1.0.3	Analyze how Michigan’s location and natural resources influenced its <u>economic development</u> (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).
3 – E1.0.4	Analyze how Michigan’s location and natural resources influenced its <u>history</u> (e.g., how waterways and other natural resources have influenced history such as mining, lumbering, automobile manufacturing, and furniture making).
3 – E1.0.5	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
3 – E1.0.6	Explain the role of business development in Michigan’s economic future.
E2	National Economy
	<i>Use fundamental principles and concepts of economics to understand economic activity in the United States.</i>
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).
E3	International Economy
	<i>Use fundamental principles and concepts of economics to understand economic activity in the global economy.</i>
3 – E3.0.1	Identify products produced in other countries and consumed by people in Michigan.
<i>Public Discourse, Decision Making, and Citizen Involvement</i>	
P1	Identifying and Analyzing Issues
	<i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>
3 – P1.0.1	Identify public issues in Michigan that influence the daily lives of its citizens.
3 – P1.0.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions (Ex. Bottle Bill, Invasive Species).
3 – P1.0.3	Identify issues in the classroom or in the school and create and implement a reasoned plan.
3 – P1.0.3a	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.
P2	Persuasive Communication About a Public Issue
	<i>Communicate a reasoned position on a public issue.</i>
3 – P2.0.1	Express a position on a public policy issue in Michigan and justify the position with a reasoned argument by composing a paragraph on the position.
P3	Citizen Involvement
	<i>Act constructively to further the public good.</i>
3 – P3.0.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
3 – P3.0.2	Participate in Catholic service learning projects to help or inform others.
<i>History</i>	
H1	History of Michigan (Through Statehood)
	<i>Use historical thinking to understand the past.</i>
3 – H1.0.1	Identify questions historians ask when examining historical events in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).
3 – H1.0.2	Explain how historians use primary and secondary sources to answer questions about the past.
3 – H1.0.3	Describe the causal relationships between three events in Michigan’s past (e.g., Erie Canal, more people came, statehood).
3 – H1.0.4	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.
3–H1.0.4a	Compare and contrast the different Native American tribes of Michigan.
3–H1.0.4b	Compare and contrast the beliefs of native Americans to the teachings of the Catholic Church.
3 – H1.0.5	Use informational text and visual data to compare how Native Americans and settlers in the early history of Michigan adapted to, used, and modified their environment.
3 – H1.0.6	Use a variety of sources to describe interactions that occurred between Native Americans and the first European explorers, Catholic missionaries and settlers in Michigan.
3– H1.0.6a	Examine the lives of early pioneers including why, how, and when they came and areas of settlement
3 – H1.0.7	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

3– H1.0.7a	Use a variety of primary and secondary sources to construct a historical narrative about migration and immigration and how it continues to affect the growth of Michigan.
3 – H1.0.8	Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan. (e.g., Marquette, Ford, Underground Railroad, Cadillac, etc.)
3 – H1.0.9	Describe key points of the Northwest Ordinance and how Michigan attained statehood.
3–H1.0.10	Create timelines, tables, graphs, and charts to sequence important events in Michigan history from Native Americans to statehood and statehood to present day.
3-H1.0.11	Describe Michigan's major ethnic groups and reasons for settling in Michigan.
3-H1.0.12	Sequence and interpret conflicts that shaped Michigan history.