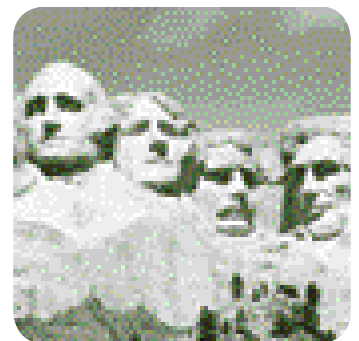


GRADE LEVEL CONTENT EXPECTATIONS

SOCIAL STUDIES



.....

3rd Grade

.....

Welcome to Michigan’s Grade Level Content Expectations for Social Studies

The purpose of social studies instruction is to develop social understanding and civic efficacy. The **Grade Level Content Expectations (GLCE)** balance disciplinary content and processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. These ideas can be best supported by assessment and instruction that focuses on the Standards for Assessment and the Standards for Teaching and Learning found in the Michigan Curriculum Framework.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year, students should receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. For this type of thinking to occur, teachers should utilize the following disciplinary processes with their students:

- acquiring, organizing, and presenting social studies information
- conducting investigations on social studies questions
- analyzing public issues in our various communities
- engaging in constructive conversation around social studies topics
- composing cohesive essays expressing a position on public issues
- participating constructively as community members

Respect for the underlying values of a democratic society is developed through effective social studies education. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences.

These content expectations provide the necessary framework for deliberate professional development. Working collaboratively, teachers, administrators, university personnel, government officials, parents, community organizations, and businesses will prepare Michigan students to become productive 21st century citizens.

The K-8 Social Studies GLCE were developed to meet the following criteria:

Rigor

- challenging enough to equip students to succeed at the next grade level
- represent the essential core content of a discipline – its key concepts and how they relate to each other

Clarity

- more than just plain and jargon-free prose
- widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling
- provide guidance for university faculties who will prepare teachers to convey the expectations, and who later receive those teachers’ students

Specificity

- enough detail to guide districts in developing curricula and teachers in planning instruction
- address available time for instruction

Focus

- prioritize facts, concepts, and skills that should be emphasized at each grade level

Progression

- move from simple to complex, from concrete to abstract
- delineate a progression of knowledge and skills, rather than repetition from grade to grade

Coherence

- reflect a coherent structure of the discipline and/or reveal significant relationships among the strands, and how the study of one complements the study of another
- represent a “back-mapping” from the high school expectations to a progression of benchmarks that middle and elementary school students would need to reach in order to be “on track” for success in college and work

The Challenges of Developing Content Expectations in Social Studies

At the national level and in just about every state, establishing standards and benchmarks in the social studies has been a challenging endeavor, filled with political and pedagogical controversy. Three enduring educational issues have challenged the creation of standards/content expectations to guide instruction and assessment in Michigan: (1) The challenge of integrating separate disciplines, (2) The challenge of representing both thinking and substance, and (3) The challenge of determining an effective K-12 scope and sequence.

First, while everyone recognizes that social studies is an amalgam of four or more disciplines including history, civics, economics and geography, there is no consensus concerning the appropriate mix of these or the appropriate place of each in the curriculum. Critical questions about the relationship among the content areas or even the relative amount of each area in the standards and eventually in the curriculum have not been resolved. Therefore, one critical challenge is to find ways to make connections within and across content areas.

Second, social studies educators face a problem in trying to reflect both disciplinary “thinking” and “substance” in standards documents. This is particularly true in history and civics where people want students to develop more sophisticated ways to think about contemporary issues and to draw upon specific knowledge of the past and the present in their thinking. So, standards and content expectations must include both thinking and knowledge expectations in such a combination that can effectively guide teachers, curriculum designers, and, of course, assessors.

When standards documents stress “thinking” at the expense of “substance,” teachers and educational critics often argue these appear vague and offer little guidance for deciding what content should be taught and tested. Teachers often complain that the mandated tests assess content not specified in standards or benchmarks.

On the other hand, standards that specify more substantive detail face their own critics who argue that such detail is too prescriptive and gives too much content to be effectively assessed in large-scale, multiple-choice dominated exams. A second challenge, therefore, is to provide more substance to meet the criticism that Michigan’s standards were too vague without losing sight of the central purposes for offering social studies to our students.

Finally, there is the challenge of creating a sensible and educationally sound K-12 scope and sequence. For many years, states required the full run of U.S. history in grades 5, 8 and 11. Critics argued this privileged breadth over depth, and urged dividing historical content into three sections for students to study in more depth in 5th, 8th and 11th grades. Still others argued that this arrangement was asking very young students (e.g., 5th graders) to study, remember, and be able to use very sophisticated concepts and events five or six years later when they were studying U.S. history in high school. Most advanced courses rely upon earlier grades to develop foundational skills and knowledge, but do not expect earlier grades to help students achieve the sophisticated study possible in high school. Thus they begin their studies of U.S. history at the “beginning.” In short, social studies educators have developed three different and compelling patterns for structuring the scope and sequence in social studies.

The standards and expectations that follow represent the best efforts of the various writing and review committees to provide the integration, coherence, and the scope and sequence that will guide instruction and assessment in Michigan.

DESIGNING AN ALIGNED CURRICULUM

This document is intended to support dialogue at the school and district level that results in rigorous and relevant curriculum that will prepare students for college and the workplace.

As stakeholders (e.g., teachers, administrators, school board members, parents, community members, students, local legislative representatives) work with these standards, they should consider the following questions:

- How are these content standards and expectations reflected in our curriculum and instruction already?
- Where may the curriculum and instruction be strengthened to more fully realize the intent of these standards and expectations?
- What opportunities do these standards and expectations present to develop new and strengthen existing curriculum, leading to instructional excellence?
- How might the standards and expectations be implemented as we take into account what we know about our students, school, and community?
- How might the effectiveness with which our students and schools are meeting the standards and content expectations be assessed?
- How might school-based assessments (e.g., student portfolios, school-based writing assessments, teacher or classroom research, district-level assessments) be used to make data-driven decisions about teaching and learning?

Through dialogue about questions such as these, and building upon the multitude of existing strengths in our current high schools, voices of all stakeholders will participate in the important and continuing process of shaping instructional excellence in Michigan schools and preparing students for college and the workplace.

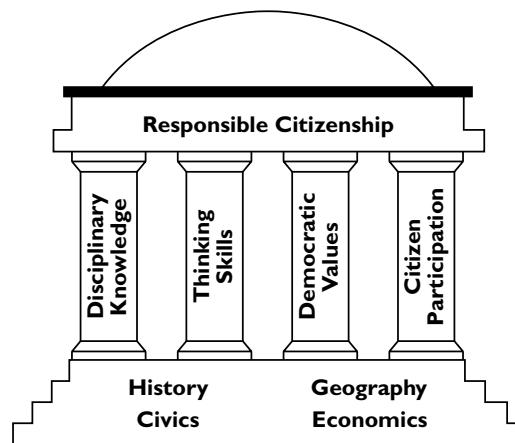
In 2002, the Michigan State Board of Education adopted the Policy on Learning Expectations. These Expectations and the High School Content Expectations are intended to work together to prepare Michigan's students to face new challenges in an ever-changing world, and provide them with the knowledge and skills needed for future success and to be productive citizens. Students will be prepared to:

- Gather Information
- Understand Information
- Analyze Issues
- Draw and Justify Conclusions
- Organize and Communicate Information
- Think and Communicate Critically
- Learn and Consider Issues Collaboratively
- Learn Independently
- Create Knowledge
- Act Ethically

THE GOALS OF SOCIAL STUDIES

Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.

Michigan Social Studies Curriculum Framework



ACTIVE RESPONSIBLE CITIZENS

Our constitutional democracy requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the civic life of their communities, our state, and our nation. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

The Responsible Citizen

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Uses methods of social science investigation to answer questions about society (Inquiry)
- Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

USING SOCIAL STUDIES TO DEVELOP DIGITAL-AGE PROFICIENCIES

The use of technology is critical for responsible citizenship. Citizens must know how to read and comprehend narratives from a variety of sources, understand and use data effectively, as well as know how to compile and present valid and reliable data. The development of vocabulary, critical to understanding and communication, is an important component of the social studies curriculum. Finally writing, especially expository, informational and persuasive writing, is an empowering skill needed by all citizens. The ability to clearly communicate one's ideas and reasoned viewpoints is the hallmark of a responsible citizen.

“The current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy—21st Century Literacy—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.” —21st Century Workforce Commission National Alliance of Business

In order to thrive in a digital economy, students will need digital-age proficiencies. These proficiencies include:

- Basic, scientific, technological, financial, economic, and civic literacy
- Visual and information literacy
- Cultural literacy and global awareness
- Adaptability, ability to manage complexity, and self-direction
- Curiosity, creativity, and risk-taking
- Higher order thinking and sound reasoning
- Teaming and collaboration
- Personal and social responsibility
- Interactive communication
- Prioritizing, planning, and managing for results
- Effective use of real-world tools
- High quality results with real-world application

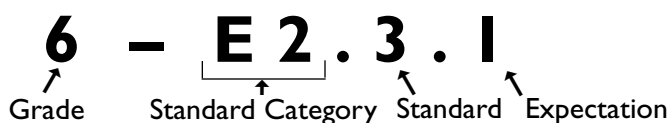
Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-8 and the High School Content Expectations for Social Studies are organized by discipline and standard using national standards structures as indicated in the chart below.

K-12 Organizational Chart				
History		Geography	Civics/Government	Economics
National Standards for Historical Thinking		National Geography Standards	National Civics Standards	National Economics Standards (NAEP Categories)
HI The World in Temporal Terms: Historical Habits of Mind 1.1 Temporal Thinking 1.2 Historical Analysis and Interpretation 1.3 Historical Inquiry 1.4 Historical Understanding 1.5 Historical Issues-Analysis and Decision Making		G1 The World in Spatial Terms: Geographical Habits of Mind 1.1 Spatial Thinking 1.2 Geographical Inquiry and Analysis 1.3 Geographical Understanding	C1 Conceptual Foundations of Civic and Political Life 1.1 Nature of Civic Life 1.2 Forms of Government C2 Values and Principles of American Democracy 2.1 Origins 2.2 Foundational Values and Principles	E1 The Market Economy 1.1 Individual, Business, and Government Choices 1.2 Competitive Markets 1.3 Prices, Supply, and Demand 1.4 Role of Government
Themes Representing National Standards (K-4)		G2 Places and Regions 2.1 Physical Characteristics of Place 2.2 Human Characteristics of Place	C3 Structure and Functions of Government 3.1 Structure and Functions 3.2 Powers and Limits 3.3 State and Local Governments 3.4 System of Law and Laws 3.5 The Policy Process 3.6 Characteristics of Nation States	E2 The National Economy 2.1 Understanding National Markets 2.2 Role of Government in the United States Economy
H2 Living and Working Together in Families and Communities, Now and Long Ago H3 The History of Michigan and the Great Lakes Region H4 The History of the United States H5 The History of Peoples from Many Cultures Around the World		G3 Physical Systems 3.1 Physical Processes 3.2 Ecosystems	C4 Relationship of the United States to Other Nations and World Affairs 4.1 U.S. Foreign Policy 4.2 International Institutions and Affairs 4.3 Conflict and Cooperation Between and Among Nations	E3 International Economy 3.1 Economic Systems 3.2 Economic Interdependence – Trade
Eras Representing National Standards (5-12)		G4 Human Systems 4.1 Cultural Mosaic 4.2 Patterns of Human Settlement 4.3 Forces of Cooperation and Conflict 4.4 Economic Interdependence	C5 Citizenship in the United States 5.1 The Meaning of Citizenship 5.2 Becoming a Citizen 5.3 Rights 5.4 Responsibilities 5.5 Dispositions	E4 Personal Finance 4.1 Decision Making
Global Analysis of World History Eras 1-8 from three perspectives <ul style="list-style-type: none"> • Cross-temporal/Global • Interregional /Comparative • Regional 	Thematic Analysis of U.S. History Eras 1-9 U1 Beginnings to 1620 U2 Colonization and Settlement U3 Revolution and the New Nation U4 Expansion and Reform U5 Civil War and Reconstruction U6 The Development of an Industrial, Urban, and Global United States U7 The Great Depression and World War II U8 Post-World War II United States U9 America in a New Global Age (P3, P4)	G5 Environment and Society 5.1 Humans and the Environment 5.2 Physical and Human Systems	C6 Citizenship in Action 6.1 Civic Inquiry and Public Discourse (P3) 6.2 Participating in Civic Life (P4)	
W1 Beginnings of Human Society W2 Early Civilizations and Cultures and the Emergence of Pastoral Peoples W3 Classical Traditions, World Religions, and Major Empires W4 Expanding and Intensified Hemispheric Interactions W5 Emergence of the First Global Age W6 An Age of Global Revolutions W7 Global Crisis and Achievement W8 The Cold War and Its Aftermath (P3, P4)		G6 Global Issues Past and Present 6.1 Global Topic Investigation and Issue Analysis (P2)		
Social Studies Knowledge, Processes, and Skills K1 General Knowledge [College-Readiness] P1 Reading and Communication [Close and Critical Reading; Analysis; Interpret Primary and Secondary Sources; Argumentation] P2 Inquiry, Research, and Analysis [Information Processing; Conducting Investigations; Problem-Solving; Technology Use] P3 Public Discourse and Decision Making P3.1 Identifying and Analyzing Public Issues P3.2 Discourse Regarding Public Issues P3.3 Persuasive Writing on a Public Issue P4 Citizen Involvement				

Understanding Social Studies GLCE Coding

Each Social Studies GLCE is made up of four parts: the grade, the standard category, the standard, and the expectation.



K-4 Expectations are organized by discipline and standard category, standard, and expectation.

Kindergarten Example K – G1.0.2 = Kindergarten, 1st Geography Standard Category, 2nd Expectation

4th Grade Example 4 – C5.0.3 = Grade 4, 5th Civics Standard Category, 3rd Expectation

(The “0” is used as a place holder and indicates that K-4 expectations are organized using the standards categories, and do not use the standard codes listed in the K-12 organizational chart.)

5th and 8th Grades focus on an integrated study of United States History. The expectations are organized by U.S. History and Geography (USHG) Era. The code indicates the era, the standard, and the expectation.

5th Grade Example 5 – U3.2.1 = Grade 5, 3rd USHG Era, 2nd Standard, 1st Expectation

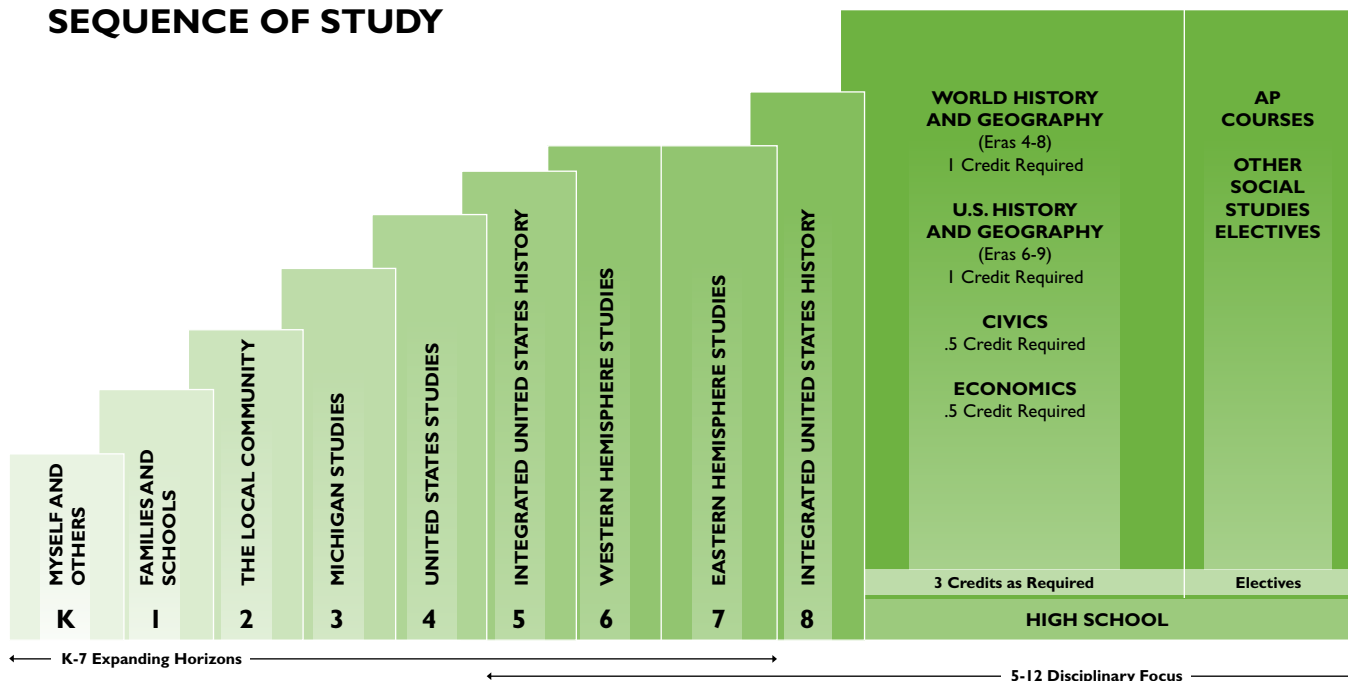
6th and 7th Grades focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography (WHG) Era), standard, and expectation.

6th Grade Example 6 – E2.3.1 = Grade 6, 2nd Economics Standard Category, 3rd Standard, 1st Expectation

7th Grade Example 7 – W2.2.4 = Grade 7, 2nd WHG Era, 2nd Standard, 4th Expectation

A parenthesis at the end of an expectation presents a reference to the National Geography Standards or the civics, economics, or history standards that are used in the document (C1, E3, etc., as listed on page 6). The references indicate integration of the content.

SEQUENCE OF STUDY



Using the K-8 Social Studies GLCE: Things to Remember

There are a number of important considerations for teachers to keep in mind as they use Grade Level Content Expectations to plan instruction. It is important to remember that this document

- **Uses historical, spatial, civic, and economic thinking** –The expectations require students to think – compare, contrast, argue – using social studies concepts and habits of mind. The expectations call upon students to use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning or coverage over understanding. While knowledge of names and definitions is essential, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.
- **Requires active, social studies inquiry** – In using social studies concepts and habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use the social studies to understand and participate in the world around us. This calls upon students to frame important social studies problems and questions; to locate and analyze appropriate evidence and data; and to apply social studies concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions. In short, social studies instruction should provide Michigan students with the kind of reasoned and informed decision making that should characterize each citizen's participation in American society.
- **Represents Content Expectations and not Pedagogical Organization** –This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historic, geographic, civic, or economic issue or problem to organize weeks of study, while coherently employing many content expectations.
- **Differentiates between required and suggested (e.g.) content** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an "e.g." or "for example." These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content. In other places, the expectations identify specific content that students should study. This content is never preceded by "e.g." or "for example." Unlike the optional examples, a statewide assessment might assess the required content.

K- 5 Overview

K-5 Grade-Specific Contexts		
Kindergarten	Myself and Others	Using a familiar context for five and six year olds, kindergartners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of “Myself and Others.” Accordingly, each discipline focuses on developing rudimentary understandings through an integrated approach to the field.
First	Families and Schools	In first grade, students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of school and families. This is the students’ first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline.
Second	The Local Community	In second grade, students continue the integrative approach to social studies through the context of the local community. This the first time students are introduced to a social environment larger than their immediate surroundings and they draw upon knowledge learned in previous grades to develop more sophisticated understandings to explore the social studies disciplines of history, geography, civics and government, and economics.
Third	Michigan Studies	Third grade students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third grade content expectations help prepare students for more sophisticated studies of their country and world in later grades.
Fourth	United States Studies	Using the context of the United States, fourth grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics through the lens of Michigan history and the United States.
Fifth	Integrated American History	The fifth grade social studies content expectations mark a departure from the social studies approach taken in previous grades. Building upon the geography, civics and government, and economics concepts of the United States mastered in fourth grade and historical inquiry from earlier grades, the fifth grade expectations begin a more disciplinary-centered approach concentrating on the early history of the United States. Students begin their study of American history with American Indian peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students’ understandings of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

K - 5 Overview

K-5 Social Studies Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
<p>Living and Working Together Use historical thinking to understand the past in the local community.</p> <p>Michigan History Use historical thinking to understand the past in Michigan.</p> <p>United States History Use historical thinking to understand the history of the United States in the following eras:</p> <ul style="list-style-type: none"> • Beginnings to 1620 • Colonization and Settlement • Revolution and the New Nation to 1791 	<p>The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>Places and Regions Understand how regions are created from common physical and human characteristics.</p> <p>Human Systems Understand how human activities help shape the Earth's surface.</p> <p>Environment and Society Understand the effects of human-environment interactions.</p>	<p>Purposes of Government Explain why people create governments.</p> <p>Values and Principles of American Democracy Understand values and principles of American constitutional democracy.</p> <p>Structure and Function of Government Describe the structure of government in the United States and how it functions to serve citizens.</p> <p>Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p>	<p>Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.</p> <p>International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.</p>	<p>Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>Persuasive Communication Communicate a reasoned position on a public issue.</p> <p>Citizen Involvement Act constructively to further the public good.</p>

Third grade students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third grade content expectations prepare students for more sophisticated studies of their country and world in later grades.

History

In third grade, students refine their abilities to think like a historian by identifying the types of questions that historians ask. Building upon experiences of timeline construction, students sequence early periods of Michigan history from exploration through attaining statehood. The expectations move students from examining a variety of simple sources to understanding how historians use both primary and secondary sources to learn about the past. Students use both types of sources as they explore the early history of Michigan, providing a rich connection to the English language arts. Through traditional stories, students learn about the beliefs of American Indians. They compare how American Indians and settlers interacted with their environment through informational text. The skill of constructing historical narratives is developed using the context of daily life in the early settlements. The expectations build on students' sense of chronology by requiring students to describe causal relationships among events. These foundational understandings prepare students for more sophisticated writing and analyses as they prepare to study United States history in subsequent grades.

Geography

Third grade students draw upon prior knowledge to create more complex understandings of geographic concepts using the context of Michigan. They further develop spatial awareness through the use of more complex maps of Michigan. Students refine the concept of regions as they explore different ways Michigan can be divided into regions and learn about the different geographic regions to which Michigan belongs. Building upon their knowledge of human systems, students investigate current economic activities in Michigan and explore factors that influence the location of these economic activities. The expectations also extend the geographic theme of movement as students describe current movements of goods, people, jobs, or information to, from, or within Michigan, and investigate the reasons for the movements. In addressing human-environment interactions, the expectations integrate history as students apply their knowledge of how people adapt to, use, and modify the environment to the more complex social environment of their state. More sophisticated understandings are also created as students locate different natural resources in Michigan and analyze the consequences of their use. These foundations prepare students for a more elaborate understanding of geography as they examine their country and world in subsequent grades.

Civics and Government

In extending students' civic perspective beyond the family, neighborhood, and community to the state, the third grade content expectations prepare students for their role as responsible and informed citizens of Michigan. Building upon their knowledge of government of the local community, students distinguish the roles of state government from local government. Using the context of state government, students examine the concept of separation of powers by exploring the powers of each branch of state government. By examining how the state courts function to resolve conflicts, students deepen their understanding of the rule of law. The idea of representative government is introduced. By focusing on key concepts, such as citizens' rights and responsibilities, separation of powers, individual rights, rules of law, representative government, and justice, students are prepared for the roles of citizens in our democratic republic.

Economics

Third grade students refine their understanding of the principles and concepts of economics. Building on a basic understanding of scarcity and choice, students learn to appreciate the relationships among scarcity, choice, and opportunity costs in making economic decisions. In addition, students are introduced to how incentives impact economic decision making. Students explore Michigan's economy by examining how natural resources have influenced economic development in the state. An introduction to the concepts of entrepreneurship, specialization, and interdependence allows students to explore the relationship of Michigan to the national and global economies. Finally, students use these concepts to consider the role of new business development in Michigan's future.

Public Discourse, Decision Making, and Citizen Involvement

Students continue to develop a more sophisticated understanding of public issues and the importance of citizen action in a democratic republic. Using the context of Michigan, third grade students identify public policy issues facing citizens in Michigan, use graphic data and other sources to analyze information about the issue, and evaluate alternative resolutions. By utilizing core democratic values to demonstrate why people may differ on the resolution of a state issue, students continue to develop competency in expressing their own opinions relative to these issues and justify their opinions with reasons. This foundational knowledge is built upon throughout the grades as students develop a greater understanding of how, when, and where to communicate their positions on public issues with a reasoned argument.

HISTORY**H3 History of Michigan (Through Statehood)**

Use historical thinking to understand the past.

- 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?)
- 3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.
- 3 – H3.0.3 Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).
- 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.
- 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.
- 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.
- 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).
- 3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- 3 – H3.0.9 Describe how Michigan attained statehood.
- 3 – H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).

GEOGRAPHY**G1 The World in Spatial Terms**

Use geographic representations to acquire, process, and report information from a spatial perspective.

- 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.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

- 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).

G4 Human Systems

Understand how human activities help shape the Earth's surface.

- 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. (E)
- 3 – G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)
- 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. (E)
- 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.

G5 Environment and Society

Understand the effects of human-environment interactions.

- 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. (H)

CIVICS AND GOVERNMENT**C1 Purposes of Government**

Explain why people create governments.

- 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).

C2 Values and Principles of American Government

Understand values and principles of American constitutional democracy.

- 3 – C2.0.1 Describe how Michigan state government reflects the principle of representative government.

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

- 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.

C5 Roles of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

- 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).

ECONOMICS**E1 Market Economy**

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 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 economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)
- 3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)
- 3 – E1.0.5 Explain the role of business development in Michigan's economic future.

E2 National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

- 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

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

- 3 – E3.0.1 Identify products produced in other countries and consumed by people in Michigan.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Issues**

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 3 – P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.
- 3 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
- 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.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- 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.

P4.2 Citizen Involvement

Act constructively to further the public good.

- 3 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
- 3 – P4.2.2 Participate in projects to help or inform others.