Michigan Social Studies

Grade 3

Adopted 2019

Social Studies Process And Skills Standards

P1. Reading And Communication – Read And Communicate Effectively K-5.P1

1. Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. K-5.P1.1
2. Differentiate between primary and secondary source documents. K-5.P1.2
3. Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps. K-5.P1.3
4. Identify point of view and bias. K-5.P1.4

P2. Inquiry, Research, And Analysis K-5.P2

1. Use compelling and supporting questions to investigate social studies problems. K-5.P2.1
2. Differentiate between compelling questions and supporting questions. K-5.P2.2
3. Use supporting questions to help answer compelling social studies questions. K-5.P2.3
4. Know how to find relevant evidence from a variety of sources. K-5.P2.4
5. Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. K-5.P2.5

P3. Public Discourse And Decision Making K-5.P3

1. State an issue as a question of public policy and discuss possible solutions from different perspectives. K-5.P3.1
2. Apply Democratic Values or Constitutional Principles to support a position on an issue. K-5.P3.2
3. Construct an argument and justify a decision supported with evidence. K-5.P3.3
4. Explain the challenges people have faced and actions they have taken to address issues at different times and places. K-5.P3.4

P4. Civic Participation K-5.P4

1. Act out of the rule of law and hold others to the same standard. K-5.P4.1
2. Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy. K-5.P4.2
3. Explain different strategies students and others could take to address problems and predict possible results. K-5.P4.3

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4. Use democratic procedures to make decisions on civic issues in the school or classroom. K-5.P4.4

History

H3. Use historical thinking to understand the past. H3

1. Identify questions historians ask in examining the past in Michigan. 3 - H3.0.1
2. Explain how historians use primary and secondary sources to answer questions about the past. 3 - H3.0.2
3. Describe the causal relationships between three events in Michigan's past. 3 - H3.0.3
4. Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories. 3 - H3.0.4
5. Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments. 3 - H3.0.5
6. Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan. 3 - H3.0.6
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 - H3.0.7
8. Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood). 3 - H3.0.8
9. Describe how Michigan attained statehood. 3 - H3.0.9
10. Create a timeline to sequence and describe major eras and events in early Michigan history. 3 - H3.0.10

Geography

G1. Use geographic representations to acquire, process, and report information from a spatial perspective. G1

1. Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment. 3-G1.0.1
2. Use thematic maps to identify and describe the physical and human characteristics of Michigan. 3-G1.0.2
3. Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America. 3-G1.0.3

G2. Understand how regions are created from common physical and human characteristics. G2

1. Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions. 3-G2.0.1
2. Describe different regions to which Michigan belongs. 3-G2.0.2

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Understand how human activities help shape the Earth's surface. G4

1. Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities. 3-G4.0.1
2. Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors). 3-G4.0.2
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-G4.0.3
4. Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life. 3-G4.0.4

G5. Understand the effects of human-environment interactions. G5

1. Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan. 3-G5.0.1
2. Locate natural resources in Michigan and explain the consequences of their use. 3-G5.0.2

Civics And Government

C1. Explain why people create governments. C1

1. Give an example of how Michigan state government fulfills one of the purposes of government. 3-C1.0.1

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

C3. Describe the structure of government in the United States and how it functions. C3

1. Distinguish between the roles of tribal, state, and local governments. 3-C3.0.1
2. Identify goods and services provided by the state government and describe how they are funded. 3-C3.0.2
3. Identify the three branches of state government in Michigan and the powers of each. 3-C3.0.3
4. Explain how state courts function to resolve conflict. 3-C3.0.4
5. Describe the purpose of the Michigan Constitution. 3-C3.0.5

C5. Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. C5

1. Identify and explain rights and responsibilities of citizenship. 3-C5.0.1

Economics

E1. Use fundamental principles and concepts of economics to understand economic activity in a market economy. E1

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1. Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed. 3-E1.0.1

2. Identify incentives that influence economic decisions people make in Michigan. 3-E1.0.2
3. Analyze how Michigan's location and natural resources influenced its economic development. 3-E1.0.3
4. Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. 3-E1.0.4
5. Explain the role of entrepreneurship and business development in Michigan's economic future. 3-E1.0.5

E2. Use fundamental principles and concepts of economics to understand economic activity in the United States. E2

1. Using a Michigan example, explain how specialization leads to increased interdependence. Use fundamental principles and concepts of economics to understand economic activity in the global economy. 3-E2.0.1

E3. Use fundamental principles and concepts of economics to understand economic activity in the global economy. K-4.E3

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

Public Discourse, Decision Making, And Civic Participation

1. Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. P3.1

1. Identify public issues in Michigan that influence the daily lives of its citizens. 3-P3.1.1
2. Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions. 3-P3.1.2
3. Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in Michigan. 3-P3.1.3

3. Communicate a reasoned position on a public issue. P3.3

1. Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument. 3-P3.3.1

2. Act constructively to further the public good. 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-P4.2.1
2. Participate in projects to help or inform others. 3-P4.2.2