

**Jackson Area Catholic Schools**  
**Social Studies Academic Standards**  
**for**  
**Third Grade**

**History**

**H3 History of Michigan (Through Statehood):** Use historical thinking to understand the past.

- 3-H3.0.1 The student will 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 The student will explain how historians use primary and secondary sources to answer questions about the past.
- 3-H3.0.3 The student will describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).
- 3-H3.0.4 The student will draw upon traditional stories of Native Americans (e.g., Anishinaabeg – Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron) who lived in Michigan in order to make generalizations about their beliefs.
- 3-H3.0.5 The student will 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-H3.0.6 The student will use a variety of sources to describe interactions that occurred between Native Americans and the first European explorers and settlers in Michigan.
- 3-H3.0.7 The student will 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 The student will use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- 3-H3.0.9 The student will describe how Michigan attained statehood.
- 3-H3.0.10 The student will create a timeline to sequence early Michigan history (Native Americans, 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 The student will demonstrate map skills, identify and describe the seven continents, four oceans, four hemispheres, equator, prime meridian, regional climates, land, water forms, cardinal – intermediate direction relative to the location of significant places in the immediate environment.
  - 3-G1.0.2 The student will use thematic maps to identify and describe the physical and human characteristics of Michigan.
  - 3-G1.0.3 The student will be able to apply the five fundamental themes of geography to neighborhoods, communities, states (location, place, human environment, movement, region).
- G2 Places and Regions:** Understand how regions are created from common physical and human characteristics..
- 3-G2.0.1 The student will use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
  - 3-G2.0.2 The student will 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 The student will 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-G4.0.2 The student will describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).
  - 3-G4.0.3 The student will describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.
  - 3-G4.0.4 The student will use data and current information about the Anishinaabeg and other Native Americans living in Michigan today to describe the cultural aspects of modern Native American life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

**Geography (cont.)**

**G5 Environment and Society:** Understand the effects of human-environment interactions.

3-G5.0.1 The student will locate natural resources in Michigan and explain the consequences of their use.

3-G5.0.2 The student will describe how people adapt to, use, and modify the natural resources of Michigan.

**Civics and Government**

**C1 Purpose of Government:** Explain why people create governments.

3-C1.0.1 The student will 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 The student will describe how Michigan state government reflects the principles 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 The student will distinguish between the roles of state and local government.

3-C3.0.2 The student will identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).

3-C3.0.3 The student will identify the three branches of state government in Michigan and the powers of each.

3-C3.0.4 The student will explain how state courts function to resolve conflict.

3-C3.0.5 The student will 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 The student will identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respect 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 The student will explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.

3-E1.0.2 The student will identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.

3-E1.0.3 The student will 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).

3-E1.0.4 The student will describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.

3-E1.0.5 The student will 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 The student, by using a Michigan example, will 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 The student will identify products produced in other countries and consumed by people in Michigan.

**Public Discourse, Decision Making, and Citizen Involvement**

**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-P3.0.1 The student will identify public issues in Michigan that influence the daily lives of its citizens.

3-P3.0.2 The student will use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.

3-P3.0.3 The student will 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 The student will compose a paragraph expressing a position on a public 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 The student will 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 The student will participate in projects to help or inform others.