

Vocabulary		
Geography Agriculture Cardinal Directions Cause Culture Diversity Effect Environment Goods Great Lakes Heritage	Human Characteristics Midwest Native People Natural Resources Physical Characteristics Pull Push Relative Location Services Spatial	Public Discourse, Decision Making, Citizen Involvement Action Plan Analyze Core Democratic Values Data Evaluate Influence Issues Paragraph Public Issue Public Policy
Recommended Texts*	Resources *	

* List your recommended texts and resources - we will be collecting them at the end of the year.



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Superintendent

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Deputy Superintendent

Mara Lud
Executive Director for Student Learning

Delsa Chapman
Director of Magnet Programs & High Schools

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the teachers and administrators who helped develop and revise the pacing guides.

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DRAFT

Third Grade • First Quarter
Pacing Guide



Social Studies

Introduction to Your Social Studies Pacing Guide

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Grade 3 Social Studies First Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
	<div>3 - G1.0.1</div> <div><input type="checkbox"/> I CAN use cardinal directions to tell relative location of well kown Michigan places.</div> <div>3 - G1.0.2</div> <div><input type="checkbox"/> I CAN use maps to identify and describe Michigan's location.</div> <div><input type="checkbox"/> I CAN name and describe ways humans develop the geography of a location in Michigan.</div> <div>3 - G2.0.1</div> <div><input type="checkbox"/> I CAN show different ways Michigan could be divided into areas.</div> <div>3 - G2.0.2</div> <div><input type="checkbox"/> I CAN tell what different regions Michigan is connected to.</div> <div>3 - G4.0.1</div> <div><input type="checkbox"/> I CAN list different ways the people of Michigan earn money and can tell why some areas produce specific things.</div> <div>3 - G4.0.2</div> <div><input type="checkbox"/> I CAN explain why different groups of people have moved to Michigan.</div> <div>3 - G4.0.3</div> <div><input type="checkbox"/> I CAN tell how goods, people, jobs, and information move in, out, and around Michigan, and I can tell why.</div> <div>3 - G4.0.4</div> <div><input type="checkbox"/> I CAN tell facts about how Native People in Michigan live today.</div> <div><input type="checkbox"/> I CAN tell how different cultures in Michigan keep their traditions.</div> <div>3 - G5.0.1</div> <div><input type="checkbox"/> I CAN name Michigan's natural resources and tell how they are used.</div> <div>3 - G5.0.2</div> <div><input type="checkbox"/> I CAN explain how people have used the natural resources of Michigan and how they adapt them to make money.</div>			<div>3 - P3.1.1</div> <div><input type="checkbox"/> I CAN name public issues that Michigan citizens face.</div> <div>3 - P3.1.3</div> <div><input type="checkbox"/> I CAN name Core Democratic Values.</div> <div><input type="checkbox"/> I CAN give examples of how people disagree about how ato solve public problems in Michigan.</div>

Vocabulary

History
Adapt
Modify
Primary Sources
Secondary Sources
Chronology
Compare
Contrast
Culture
Impact
Interact
Point of View
Settlers
Tribes of Michigan
Timeline

**Public Discourse, Decision Making,
Citizen Involvement**
Data
Graphs
Paragraph
Position
Pros/Cons
Reasoned Argument
Resolution
Solution
Sources

Recommended Texts*

Resources*

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Grade 3 Social Studies Second Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
<p>3 - H3.0.1</p> <p><input type="checkbox"/> I CAN list questions historians ask when looking at the Mchigan’s past: What happened? How/ Why did it happen? Who was involved? When did it take place?</p> <p>3 - H3.0.2</p> <p><input type="checkbox"/> I CAN tell how historians use pictures/arti-facts/letters, to “read” the past.</p> <p>3 - H3.0.3</p> <p><input type="checkbox"/> Given three events in Michigan history, I CAN tell how they are connected.</p> <p>3 - H3.0.4</p> <p><input type="checkbox"/> I CAN use stories from Michigan’s American Indians to understand what they believe.</p> <p>3 - H3.0.5</p> <p><input type="checkbox"/> I CAN use what I see in photos/videos and what I read to tell how Michigan’s American Indians and settlers used/adapted to, and changed Michigan’s environment.</p> <p>3 - H3.0.6</p> <p><input type="checkbox"/> I CAN use many sources to tell about ways Native People, explorers, and settlers interacted with each other.</p> <p>3 - H3.0.7</p> <p><input type="checkbox"/> I CAN use primary and secondary sources to tell a story about how early Michigan settlers lived.</p> <p>3 - H3.0.8</p> <p><input type="checkbox"/> I CAN use information from narratives to tell how individuals changed or impacted Michi-gan history.</p> <p>3 - H3.0.9</p> <p><input type="checkbox"/> I CAN tell how Michigan became a state.</p> <p>3 - H3.0.10</p> <p><input type="checkbox"/> I CAN put the events of early Michigan history on a timeline.</p>				<p>3 - P3.1.2</p> <p><input type="checkbox"/> I CAN use graphs and other data sources to understand a public problem.</p> <p><input type="checkbox"/> I CAN decide what solutions might work.</p> <p>3 - P3.3.1</p> <p><input type="checkbox"/> I CAN state a position on a public problem.</p> <p><input type="checkbox"/> I CAN give reasons for my position.</p> <p><input type="checkbox"/> I CAN put my position and reasons into a written paragraph.</p>

Vocabulary		
Economics Consumer Economic Economy Fees Fines Goods/Services Incentives Intedependence Market Economy	Capital Resources Natural Resources Manmade Resources Manufacturing Opportunity Cost Producer Scarcity Specialization Taxes	Public Discourse, Decision Making, Citizen Involvement Action Plan Address Develop Implement Inform
Recommended Texts*	Resources *	

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Grade 3 Social Studies Third Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
<p>4.H3.0.6</p> <p><input type="checkbox"/> I CAN create a historical narrative about the beginning of the Michigan auto industry.</p> <p><input type="checkbox"/> I CAN compare it to today's auto industry.</p>			<p>3 - E1.0.1</p> <p><input type="checkbox"/> I CAN explain how making an economic choice has both good and bad sides.</p> <p><input type="checkbox"/> I CAN tell how scarcity affects what is made and used in Michigan.</p> <p>3 - E1.0.2</p> <p><input type="checkbox"/> I CAN list ways incentives like sales or tax breaks may influence decisions people make about how to spend their money.</p> <p>3 - E1.0.3</p> <p><input type="checkbox"/> I CAN explain how the location of resources cause some products to be made in certain areas of Michigan.</p> <p>3 - E1.0.4</p> <p><input type="checkbox"/> I CAN tell how businesses combine natural, labor, and money resources to create products and services.</p> <p>3 - E1.0.5</p> <p><input type="checkbox"/> I CAN explain what part business development plays in Michigan's economic future.</p> <p>3 - E2.0.1</p> <p><input type="checkbox"/> I CAN tell how states help each other when they sell the things grown or made by each other (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).</p> <p>3 - E3.0.1</p> <p><input type="checkbox"/> I CAN list products made in other countries that are purchased by people in Michigan.</p>	<p>3 - P4.2.1</p> <p><input type="checkbox"/> I CAN create an action plan and use it to tell others about a public issue (problem).</p>

Ju	
Vocabulary	
<div><div>Civics and Government</div><div>Act Constitution Constitutional Democracy Common Good Construct Cooperatively Democracy Equal Rights Executive Branch Function</div><div>Government Independently Inform Judicial Branch Legislative Branch Participate Projects Representative Rights/Responsibilities Structure</div></div>	
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Grade 3 Social Studies Fourth Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
		<p>3 - C1.0.1 <input type="checkbox"/> I CAN name some reasons people create governments.</p> <p>3 - C2.0.2 <input type="checkbox"/> I CAN show ways that Michigan represents the people who live here.</p> <p>3 - C3.0.1 <input type="checkbox"/> I CAN describe the difference between state and local government.</p> <p>3 - C3.0.2 <input type="checkbox"/> I CAN name goods and services and describe how they are paid for.</p> <p>3 - C3.0.3 <input type="checkbox"/> I CAN name the three branches of state government and tell what they can do.</p> <p>3 - C3.0.4 <input type="checkbox"/> I CAN explain how state courts work to solve problems.</p> <p>3 - C3.0.5 <input type="checkbox"/> I CAN explain why we have a Michigan Constitution.</p> <p>3 - C5.0.1 <input type="checkbox"/> I CAN name the rights of American Citizens and tell the responsibilities of being a citizen.</p>		<p>3 - P4.2.2 <input type="checkbox"/> I CAN work by myself and with others on projects that help or inform people.</p>